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EDUCATIONAL  
SEPTEMBER NEWS 1930

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Upper Grades,  
and of Rural Schools*

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[S. E. N.—Sept.]

Date..... 193.....

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## An Oriental Trek

JUNE GRAY, *Departmental Teacher, McKinley School, Redwood City*

**A** STUDENT EXPEDITION to the Orient"—China—Japan—Korea! Three months! Minimum cash! Impossible! There must be a catch somewhere! But I would go if I had to scrub decks in order to satisfy that travel bug that had me so in its grip!

A party of 117 students (57 men and 60 women), imbued with a superabundance of enthusiasm, set sail from Seattle. At the end of two entertaining weeks we arrived in Yokohama harbor in the late afternoon, welcomed by a glorious sunset and the sight of the famous snow-capped Fuji. The Japanese came out to meet us, and we were allowed to land after only a half-hour delay by the customs officials.

As we docked, Japanese college students greeted us with all four verses of "America" in English. We responded with their national anthem in Japanese. I doubt if they recognized it. It was all very thrilling though. The student guides took us to a quaint little town, Kamakura, for the night. There we saw our first rickshas.

We stayed at a charming hotel overlooking the ocean. The next morning we went up a little narrow street full of carts and Japanese to the famous bronze Buddha. It is forty-nine feet high and by dropping a sen in a bowl one can go inside, climb to a little balcony near the head, and see a miniature image about two feet high fashioned of gold. The afternoon of the same



*Two Tokyo University Students*

day found us in Tokyo where our groups scattered a bit according to their particular interests. Some of us visited the Stock Exchange where we nearly stopped all activity on the board by such a number of foreigners so suddenly descending upon them. We were most courteously received and given a "banzai" when we entered and again when we left. One couldn't blame

them for the latter. From there we walked to the Mitzui Bank, the largest in Asia. This bank building, just finished by an American construction company, is the last word in equipment and fixtures. Here we were most graciously conducted through and served tea.

Later in the afternoon we were entertained at a sumptuous tea given by the Japanese Minister of Commerce and Industry, in a large club building overlooking the Imperial Palace grounds.

In the evening we all went out to Tokyo Imperial University, with its enrollment of 20,000 students. We engaged in an International

College debate between five of our students and five of theirs on Pacific problems. The courteous decision of the judges gave our team the cup. The Japanese college students are considered the cream of the universe and their word is almost law. We were guided about everywhere by them. It was especially beneficial for us, because they speak English very well. Most of them have studied it in school for about ten years.

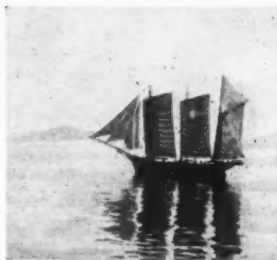
Our itinerary took us inland through Japan by way of Nagoya, the city famous for its old feudal castle, which we ascended to its top and whose picture you see on Japanese postage stamps.

In that city is located the finest cloisonne factory in the world. The Japanese idea of factory embodies all that is artistic and quiet with perhaps three or four trained artists painting minute and intricate patterns on plates, vases, and bowls.

**K**YOTO, a clean, pleasant, typically Japanese city, is filled with fascinating shops. One can buy no end of beautiful, hand-wrought cloisonne, damascene, satsuma, embroideries, ceremonial robes, and haori coats. One day here,



*The house boats at Shanghai  
Photo by C. C. Hill*



*Japan's Inland Sea*





*The famous Scarlet Lacquer Bridge of Japan*

and another long train journey took us through myriads of rice fields, each no larger than a play-garden, to Kobe on the coast.

Here we boarded a small steamer which spent a glorious two days on the Inland Sea, winding about between beautiful little islands and artistic Japanese sailboats and sampans. We were always in sight of green hills and islands with the occasional scraggly, picturesque trees so often seen in Japanese prints.

#### **Magic Ferries of Asia**

In the late afternoon of the second day we visited the famous water Tori which stands guard at another temple of Buddha. Early the next morning found us bathing in the ocean at a beach near Shiminoseki.

From this port we took the magic ferry boat which crosses the Korean Straits from Japan to Korea, literally taking but three hours of time, but seeming to cover an endless gap in customs and peoples.

Ah! Fusan, Mukden, Peiping, Hankow, the Yangtse, Shanghai, but that is again another story!

On our return trip to Japan at Karuizawa, a most refreshing mountain resort town, on another rare occasion we were entertained most charmingly at a tea at the home of Dr. Nitobe, who talked to us on the League of Nations, of which he is one of the four most important officials. Later in Tokyo we were given an

interview with Kagawa, a nationally-known social worker and practical Christian minister.

Oh, it was all a glorious adventure, and I never cease to thrill at the following words written by one of the members, to a Cornell University tune. We made it our expedition song and every syllable is fluent with meaning.

*Far across Pacific Waters,  
Blaze the carmine skies.  
Ancient dynasties have crumbled;  
Ancient peoples rise.  
Temple bells still call at evening;  
Silver sails still drift,  
Where the Laughing Buddha slumbers  
And Old Shadows lift.*

\* \* \*

#### **A Tribute to Our Magazine**

**W**E, who have been taking Dr. Almack's course on the problems of the teaching profession, have found in the Sierra Educational News, a wonderful reference library. It has been a joy to find in my files just the articles on school law, tenure, retirement, etc., that were helpful in our discussions.

I believe our state journal is being read more thoroughly than ever before and I hear many expressions of appreciation for it.—Sincerely, Mabel R. Ellis, President, Bay Section C. T. A., San Francisco.

\* \* \*

The teaching staff of the **Mariposa County Union High School** is enrolled 100 per cent in the California Teachers Association for the current year.

## The Oldest House

IRENE WILDE, *Los Angeles*

**S**T. AUGUSTINE is recorded as the oldest city in the United States and it looks its age. Under the mammoth water-oaks roofing the city, where Spanish moss sways mysteriously from living rafters, it is always twilight, a green elfland twilight evoking and pervading a scene venerable and beautiful almost to the point of unreality.

The city was founded in 1565, more than half a century before the landing of the Pilgrims at Plymouth. The names of Spanish settlers may still be deciphered on the crumbling stones in Tolomato cemetery, where stood the chapel in which Father Corpa, who came to teach the Indians, was ruthlessly murdered by them.

The picturesque and colorful story of St. Augustine centers about its fort. Fort San Marco, now known as Fort Marion, built by the Spanish before 1690, is a redoubtable pile which has floated the flags of three nations, but has never known surrender. Above the doorway of the fortress stands today the coat-of-arms of the king of Spain, looking well-preserved and exceedingly authoritative.

As one enters, there may be seen above the portcullis a little hole through which molten lead could be poured on the heads of intruders.

Inside the fort we pass from chapel, with altar and holy rood, to prisons and dungeons.

"And now," says our mentor, "I shall switch off the lights that you may realize the totality of darkness in the torture chamber which was so carefully walled as to baffle discovery until 1833."

The lights go out.

A woman screams.

The lights go on.

Everyone laughs—nervous, strange laughter.

We emerge into the sunlight, breathe more freely, and feel that we have traversed centuries in the brief span of an hour.

A stone's-throw from the fort is the city gate, once the only entrance to the city; for St. Augustine was a walled city, at least on one side. The other three sides were surrounded by water. Above the time-defying gate we see again the royal coat-of-arms of Spain.

## Great Northern Hotel

*State Teachers Association Headquarters*

Convenient to Railroads, Shops, Theatres, etc.  
Presentation of this ad will entitle bearer to special reduced rates.

DEARBORN STREET AND JACKSON BOULEVARD  
CHICAGO

From the gate we pass through streets that were Spain—narrow, winding streets without sidewalks—till we stand on the threshold of what is generally conceded to be the oldest house in the United States. Our hand is on the knocker, a brass mermaid which once adorned the Seville palace of one Juan Ponce de Leon, first Marquis of Cadiz. The curator bids us enter, and tells us the story of the oldest house.

### A Romantic History

It is a fascinating story reaching back through ramification of detail into Spanish land grants, English dominion, Spanish re-occupation, and the dramatic auction of property back to original owners.

The records show that the house was built for friars who occupied it till it became the property of a Spanish family of the joint lines of Menendez and Alvarez. St. Elmo Acosta and his sister, the last of this family, sold the house in 1882.

The house, as are also the fort and the city gate, is built of coquina, a local stone produced by shells. The exact date of the building is not known; but Drake's map of the city in 1568 together with Spanish records, now on file in the state offices at Tallahassee, indicates that the coquina first story of the house has withstood the assault of more than three centuries.



*This house is believed to be the oldest in the United States. It has stood the assault of more than three centuries, under the dominion of three nations—Spain, England and the United States.*

Annual Convention of California School Superintendents will be held at Lake Tahoe the week of September 29 to October 3.

## An Activity in Aircraft

*Carried on by Sixth Grade Pupils of Western Avenue School, Los Angeles, under the direction of Laurel Olson Knezevich, Teacher, and Chairman, International Relations, Los Angeles City Teachers Club.*

### 1. Stimulation:

a. Teacher brought to school large framed picture of tri-motored airplane—hung it up in front of the room.

b. Teacher brought aircraft magazines and placed them on the reading table.

c. The class was studying the British Isles. One boy asked if he might look up some information about aviation in the British Isles. He asked permission to take home some of the magazines.

d. Several children brought aircraft magazines.

e. Many brought to school their toy airplanes and some they had made.

f. Teacher placed on reading table a scrap-book on Lindbergh's visit to Los Angeles—this had been made by children some years ago.

g. Many related their personal experiences—all had visited airports—some had taken rides—many had attended the air races—most of them have seen the Graf Zeppelin—almost every boy had carved a wooden airplane—all of them knew about, and some had seen Colonel Lindbergh.

### 2. Problems and questions:

a. *Who made the first airplane?*

b. *How do they really fly?*

c. *Various flights were mentioned and interest shown to know more about flights.*

d. *What are the different kinds of planes?*

e. *What do the markings on the plane mean?*

f. *Will airplanes ever become as common as automobiles?*

g. *What kind of safety rules do they have?*

h. *How long does it take to become a pilot?*

i. *Who's Who in aviation?*

j. *How might the airplanes bring the World Peace?*

k. *Airplanes and business?*

l. *Airplanes and pleasure?*

m. *Aircraft and war.*

### 3. Subject-matter content which helped solve the problems.

#### a. Books actually used by the children:

1. Model Airplanes—How to build and fly them—by Allen.

2. A-B-C of Aviation—Page.

3. Boys Book of Airman—Crump.

4. We—Lindbergh.

5. Historic Inventions—Holland.

6. Boys Second Book of Inventions—Baker.

7. Beginning to Fly—Hamburg.

8. Heroes of Aviation—Diggs.

9. Riders of the Wind—Shenton.

10. Historic Airships—Holland.

11. Heroes of the Air—Frasier.

12. How It Works—Williams.

13. The Lone Scout of the Sky—West.

14. Lindbergh—Fife.

15. Big Aviation Books for Boys—Byrd.

16. Sky High—Hodgins and Magoun.

17. Boys Books of Airplanes—Hubbard and Turner.

18. Aviation Stories—Thompson.

19. Wings of War—Knappen.

20. The Boys Own Book of Great Inventions—Darro.

21. Knights of the Wing—Jacobs.

22. The Wonder of War in the Air—Rult and Wheeler.

23. Boys Life of the Wright Brothers—Charnley.

#### b. Current Magazines:

1. Aviation.

2. Airway Age.

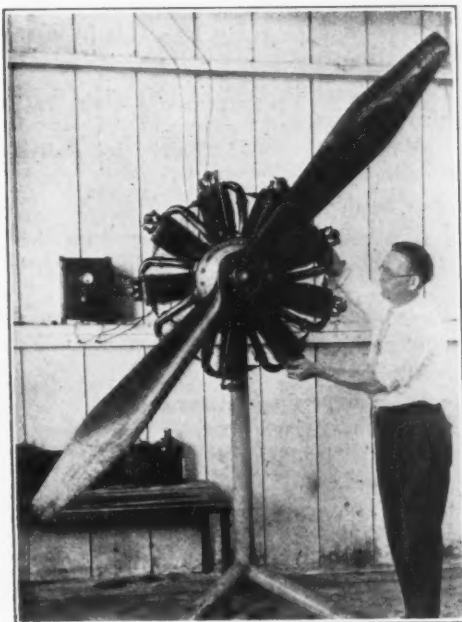
3. Western Flying.

4. Air Transportation.

5. Aero Digest.

7. Popular Mechanics.

(And several others used.)



*Airplane motor assembled and studied in a California secondary shop.*

**c. English:**

1. Studied business letters.
2. We wrote letters to several aircraft companies requesting pamphlets, booklets, and other information.
3. Each pupil selected one subject for research and preparation of talk.
4. Acknowledged receipt of information from various companies.
5. Wrote stories on aircraft, etc.

**d. Reading:**

1. Necessity of a great deal of research was early discovered by the pupils.
2. Increase of vocabulary—words necessary for letter-writing—an aircraft vocabulary, etc.
3. Use of contents and index.

**e. Art:**

1. Drawing of types of aircraft—tail markings—wing markings.
2. Drawing of maps showing routes.
3. Making of glass slides colored with celophane.
4. Models made of soap.
5. Many posters to clarify meanings.

**f. Geography:**

1. Study of routes of famous flights:

Lindbergh's flights—Byrd flights—Australian-American "Southern Cross" flight—German Bremen flight—French Nungesser and Coli flight—Russian "Land of Soviet" flight—Spanish over South Atlantic—Italian Pinedo flight—German Graf Zeppelin flight—Hawaiian Islands flight, Atlantic flights, etc.

2. Topographical study, i. e.: Polar flights, etc.

**g. Manual Training:**

1. Making of an airplane (big plane by construction group).
2. Making of small models by individual members.

**h. Arithmetic:**

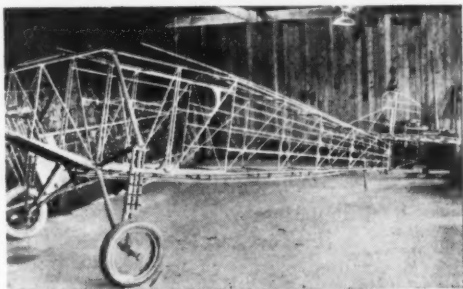
1. What are the various wing spans, length of fuselage, landing speed, cruising speed, high speed, etc.
2. Distances covered by various flights—time required—rate of average speed.

**i. Science:**

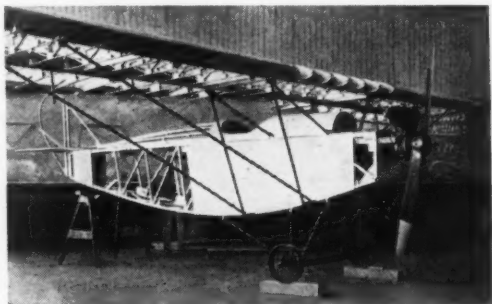
1. What is meant by term ceiling?
2. The underlying principles of aviation.
3. Effect of winds on the plane.

**j. History:**

1. Life of Wright Brothers.
2. Biography of Count Zeppelin.
3. Fokker.
4. Pioneers of Aviation.
5. Life of Henry Ford.
6. Other biographic sketches of Who's Who in Aviation.



*Framework of airplane made in a California high school shop.*



*Fundamentals of ship construction are taught in numerous California schools and colleges.*



*Many California young people are now actively engaged in the study and practice of aviation.*

## 4. Outcomes:

### a. Desirable habits and skills.

1. Development of skill in letter writing.
2. Better skill in oral and written combination.
3. Greater power for research—use of index—table contents—encyclopedias, etc.
4. Use of current magazines and newspapers.
5. Ability to collect and organize information.
6. Better knowledge of biographic type of books.
7. Development of skill in reading maps.
8. Better knowledge of placed geography.
9. The growth of more extensive vocabulary.
10. Development of better reading habits.
11. Better penmanship.



## Los Angeles to Welcome 30,000 Teachers

**T**HERE will be so many school teachers in Los Angeles the latter part of next June (1931) and the early part of July, that they will make a noticeable addition to the crowds on Broadway and Seventh, as well as "in between".

Conservatively estimated 30,000 or more teachers are planning to gather in the Queen City of the Southwest for the National Education meeting which convenes June 28 and remains in session until July 4. **Ten thousand** of these teachers will come from all over the United States, and **twenty thousand** or more will come in from California—from Eureka to Calexico. Then add the **fifteen thousand** who live in Los Angeles County and you have a grand total of **45,000** school people—the largest aggregation of teachers ever assembled in the history of America.

In as much as this meeting is held during school vacation, most of the ten thousand out-of-state visitors will come early and stay after the convention in order to enjoy the myriad attractions of the Los Angeles region.

Already the Los Angeles Chamber of Commerce and other organizations are looking forward to the entertainment of this vast throng. Reservations are being made at the hotels by many state delegations.

12. *A sensing of the value of co-operation.*
13. *Greater respect for the rights of others.*
14. *Better study habits.*

### b. Attitudes and appreciation:

1. How the world has grown smaller by the use of aircraft.
2. How necessary it is that war be outlawed.
3. What aircraft means in business?
4. The development of the idea of what boys and girls might do for recreation (carve, paint, sketch, build, read, etc.).
5. Develop interest in reading.
6. Appreciation of the beautiful and graceful (children learn to appreciate gracefulness of flight and beautiful colors of airplanes), etc.

### c. Information:

1. Knowledge of the development of aircraft.
2. Who's Who in Aviation.
3. How other nations contributed to the development of aircraft.
4. Location of various places as learned from flights and biographical sketches.
5. How to write a business letter and how business firm replies.
6. How to do research work—use of contents and index, etc.

## 5. New interests leading to further study:

- a. Interest in the people of the world.
- b. Watch for further developments in aircraft.
- c. A World Peace interest—League of Nations—World Court.

- d. Watching for new names for Who's Who in Aviation.
- e. Interest in **How the World Rides.**

## 6. Remarks: Organization—

The class discussed the best way to group the members in order that each might work along certain lines and avoid waste by overlapping. After several suggestions for group headings the following was decided upon:

1. Construction group.
2. Artists.
3. Early pioneers and development.
4. Who's Who in Aviation.
5. Types of Aircraft.

Each chose either group one or two and also one from each of groups three, four and five.

### American Education Week

**T**HE tenth annual American Education Week will be observed November 10-16, 1930. It will be sponsored by the United States Office of Education, the American Legion and the National Education Association. It has been endorsed by the National Congress of Parents and Teachers and scores of other national organizations which have been active in carrying out the annual program. American Education Week is fast becoming a great national festival in which the American people kindle anew the spirit of self-government founded upon an enlightened citizenry and the principle of a fair start in life for every child.—**J. W. Crabtree**, Secretary, N. E. A.

An attractive set of posters on art paper for use during **American Education Week** is now available from the Division of Publications of the National Education Association, 1201 Sixteenth Street, Northwest, Washington, D. C. Cost \$1. The posters are suitable for classroom bulletin boards, for school exhibits, as outlines for addresses and essays, and for other special occasions.

## STANDARD OIL COMPANY OF CALIFORNIA

*takes pleasure in announcing  
the Third Year of the*

STANDARD SCHOOL  
BROADCAST

**Begins Thursday Morning  
September 11, 1930**

The general plan of the Standard School Broadcast, which proved so successful during the last school year, will again be followed—with the Thursday morning broadcasts of an Elementary Section from 11:00 to 11:20 A. M., and an Advanced Section from 11:25 to 11:45 A. M. The year's course is to be divided into three parts corresponding to the terms, (1) September to Christmas, (2) New Year to Easter, (3) Easter to Midsummer.

Each part will constitute a complete unit in itself and will be further organized into three divisions—(1) History of Music, (2) Music Theory, (3) Music Characterization.

*Again!*

*The Great Symphony Orchestras of  
Los Angeles and San Francisco  
for the*

STANDARD  
SYMPHONY HOUR

**Beginning Thursday Evening  
October 9, 1930**

The Standard Oil Company of California also announces another remarkable series of exclusive radio concerts by the San Francisco Symphony Orchestra and the Los Angeles Philharmonic Orchestra, beginning Thursday, October 9th. These splendid musical aggregations, each with full personnel ranging from 80 to 100 artists, will alternate in appearances. Artur Rodzinski, distinguished conductor of the Los Angeles Philharmonic Orchestra last year, will again direct this body, while the leadership of the San Francisco Symphony Orchestra will be shared this season by Basil Cameron and Issay Dobrowen, both fresh from Europe and ranking among the world's most noted orchestra leaders.

STANDARD OIL COMPANY OF CALIFORNIA

## LISTEN

**TO THESE PROGRAMS  
LINKING HOME AND  
SCHOOL TOGETHER!**

Standard School  
Broadcast

THURSDAY MORNINGS

Elementary Section

11:00-11:20 A. M.

Advanced Section

11:25-11:45 A. M.

Standard  
Symphony Hour

THURSDAY EVENINGS

7:45-8:45 P. M.

*After September 30*

7:30-8:30 P. M.

OVER RADIO STATIONS:  
KFI, Los Angeles; KGO, Oak-  
land; \*KPO, San Francisco;  
KGW, Portland; KOMO, Se-  
attle.; KHQ, Spokane.

\*KPO does not broadcast the Standard  
Symphony Hour, due to contractual  
obligations.

# SIERRA EDUCATIONAL NEWS

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VAUGHAN MACCAUGHEY, *Editor*

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## Placement Service for C. T. A. Members

F. L. THURSTON

EARL C. GRIDLEY

CALIFORNIA TEACHERS ASSOCIATION maintains a placement service for members of the Association and for school boards, superintendents, and other employing officers who are seeking qualified teachers. Earl G. Gridley is manager of the Berkeley office, 2163 Center Street; phone THornwall 5600.

Placement Bureau of the C. T. A. Southern Section is under the direction of F. L. Thurston. Teachers interested in Southern California placement should register in the Los Angeles offices — 307 California Reserve Building, Fourth and Spring Streets; phone TRinity 1558.

## A New School Year Begins

*Greetings to the Members of the California Teachers Association:*

THE ideal toward which the California Teachers Association is directing its efforts is to have each member participating, in a well-directed way, in a study of one or more of the several problems confronting the schools and the teachers of the State. An intelligent understanding of these problems will lead to an appreciation on the part of the individual teacher of the many connections each problem has with other problems and of the mutual relations of one section of the State with other sections.

The dominant trend in modern thought and practice,—whether in the field of education, government or business,—is toward breaking down barriers and partitions which have heretofore separated these fields from one another. This modern trend in thought and practice, when applied to education, means that the welfare of the children is joined with the welfare of the teachers; that the welfare of the rural teacher is joined with the welfare of the city teacher; that the welfare of the teacher is joined with the welfare of the principal and the superintendent. The ideal of happy and efficient service is to be realized through mutual understanding and co-operative effort on the part of all engaged in the enterprise.

Teachers seem to be individualistic. They are better as individuals than they are as members of a group. It is hard to get a group of teachers to agree fully on anything. Each one wants what he wants and is often unwilling to view the situation in its complete form. Business and industry have found their profits are secured through merging of interests and resources. It is time we of the teaching profession engage co-operatively and with less concern for individual differences and more concern for the many and important elements of the common good.

*It is to be hoped that this year with the right spirit and purpose each shall be for all and all for each.*

*Very sincerely yours,*

JOSEPH MARR GWINN

*President California Teachers Association*



# SIERRA EDUCATIONAL NEWS

SEPTEMBER

1930



Volume XXVI

Number Seven

## State Candidates and the Public Schools

**B**Y order of the Board of Directors of the California Teachers Association, the following letter was sent to all candidates for the positions of Governor and Lieutenant-Governor. These candidates (with their home addresses) are:

### Governor

**C. C. Young (Incumbent)**  
2525 Webster St.  
Berkeley

**Buron Flitts**  
8222 Marmont Ave.  
Los Angeles

**Mrs. Clara Shortridge Foltz**  
153 South Normandie Ave.  
Los Angeles

**James Rolph, Jr.**  
288 San Jose Ave.  
San Francisco

**Upton Sinclair**  
1513 Sunset Ave.  
Pasadena

**Milton K. Young**  
611 South Kenmore Ave.  
Los Angeles

### Lieutenant-Governor

**Herschel L. Carnahan (Incumbent)**  
515 S. Harvard Boulevard  
Los Angeles

**Harry A. Chamberlin**  
2471 Glendower Place  
Los Angeles

**William I. Kinsley**  
832 Fifth Ave.  
San Diego

**Frank F. Merriam**  
531 East Sixteenth St.  
Long Beach

**Chaim Shapiro**  
1307 Edgecliff Drive  
Los Angeles

**Tallant Tubbs**  
1925 Gough Street  
San Francisco

**Martin I. Welsh**  
1130 N Street  
Sacramento

### The Letter

**A**T the meeting of the Board of Directors of the California Teachers Association held at headquarters Saturday, June 7, 1930, it was decided that the September issue of the Sierra Educational News should be issued about August 15, in order that a copy might be in the hands of each of our members before the Primary election. We issue 38,000 magazines. Over 36,000 go to our teachers and to the libraries of the State.

It is our desire to have a statement from each of the candidates for Governor and Lieutenant-Governor concerning their opinions on educational matters. We do not care to embarrass any of the candidates, but we would appreciate from each of them a simple statement as to their stand on:

1. *A new Retirement bill which would give to the teachers a larger retirement salary than that which they now receive.*
2. *Teacher Tenure.*
3. *New sources of revenue in order that the home-owner, farmer, orchardist, and business man may be relieved, to some extent, of the local property tax.*

We shall be glad to have you send us a statement covering these matters, and any other statement concerning your ideas of laws governing public education.

In order that you may have information as to our proposals, the enclosed suggestions are in-

cluded in this communication for your guidance.

We should also like to have a recent photograph of you, so that we may use it in this issue.

We believe that our 36,000 teachers will welcome the information contained in this issue of the magazine.

In order that this material may have a place it will be necessary for you to send your views and your photograph to us not later than July 15. The article in question cannot contain more than 800 words.

Yours very truly,

ROY W. CLOUD,  
*State Executive Secretary.*

### The Enclosed Suggestions

#### I. Retirement

(a) Do you favor a new Teachers' Retirement Salary Act whereby teachers who have completed a long term of service in the public schools of California may be retired on an adequate retirement salary?

(b) If your answer to the above is affirmative, please present an outline of your ideas of an adequate Retirement Salary Act, stating the approximate salary you would hope to provide.

#### II. Tenure

Teacher Tenure is intended to give the public school teachers the same protection which civil service gives to other public employees.

Do you favor Teacher Tenure?

(a) In city school districts?

(b) In school districts where local supervision is now provided by law? For example, Whittier or San Mateo.

(c) In rural school districts, where there is no local supervision other than that provided by the County Superintendent's office?

#### III. School Support

Because of the large amounts of money needed for public education, taxes on the home, the farm, and small businesses have increased very materially during the past few years.

(a) Do you believe that some new form of taxation should be provided by the state, to relieve the local district property tax? Answer yes or no.

(b) Do you favor a state personal income tax?

(c) Do you favor a sales tax (similar to the present gasoline tax) on luxuries, non-essentials, and theater tickets (amusement tax)?

#### IV

Please make any additional educational suggestions you desire (limit—200 words).

The above material must be in our hands not later than July 15, 1930.

### Governor C. C. Young

I HAVE at hand your inquiry with respect to my attitude toward Teachers Retirement, Teacher Tenure, and Taxation. I am very happy to set forth my views, which are briefly as follows:

**1. Retirement Salaries:** I am, and have always been, heartily in favor of making satisfactory provision for those who have grown old in the teaching service. I did everything I could for the present retirement salary bill in 1913, but in common with everyone else, recognize these facts: first, that the amount provided by this bill is too small under present living conditions; and second, that the bill is actuarially not sound and that it will inevitably break down when any large number of teachers seek to come under its retirement provisions.

I approved a bill in 1927, providing for an actuarial investigation of the status of this teachers retirement fund, which had been under attack for some years previous. My purpose in



*C. C. Young*

approving this bill was to secure data upon which a financially sound retirement plan could be worked out.

Unfortunately, circumstances so delayed the Commission's report that it was impossible to make much use of it at the last legislative session, with the result that the bill finally introduced did not appear to me to safeguard the

situation from an actuarial standpoint, and for this reason threatened to complicate still further the present unsound retirement provisions by placing an impossible burden upon the State.

The interests of the teachers, as well as those of the State, demand that any retirement legislation shall be unquestioned as for financial soundness, shall have the support of the teaching profession as a whole, and shall be sufficiently fair to both the teacher and the public to insure that no undue burden shall be imposed upon either the teacher or the taxpayer, who, I think it is agreed, should be co-sharers in the creation of a fund sufficient to pay the retirement allotment.

I trust that as a result of the study and discussion of the past two years, legislation may soon be framed which will place retirement on a financially sound basis, will provide as liberally for those who are retired as the public and the teachers can afford, and will guarantee to the teaching profession that, by building up the necessary reserves, sufficient money may be on hand to meet retirement allowances as they become due and payable. It would be easy to make extravagant promises in a matter of this kind, but I fail to see the value of any promise which will not lead to a reasonable certainty of performance.

**2. Teachers Tenure:** In the matter of teachers tenure, I think I have rather conclusively demonstrated my attitude through my support of the earlier teachers tenure bill, as well as my approval of the present tenure law, which was framed and strongly recommended by the California Teachers Association. I have always felt that teachers tenure is one of the best and most justifiable forms of civil service, valuable equally to the teacher and to the public; since a teacher's best work cannot be done under any other conditions. It is possible that there should be certain minor changes in the present law, affecting the scope of its application, but I shall expect to be guided in this by the experience and advice of those whom it directly concerns.

**3. Taxation:** As for taxation, this matter is complicated by so many factors that I can discuss only general principles. I am very much pleased to note that teachers are concerning themselves with this problem, for we need the combined wisdom and assistance of every group of our citizens in its final solution. As far as I can learn, practically every state in the Union is grappling with the question of taxation. Of one thing I am certain, that we cannot afford to make a change in our present system merely for the sake of change; but the change when made

must definitely lighten the tax burden where the pressure is now most heavy—on the owner of a small business, home, or farm.

California has had a tax report, made by a very fine commission of her best citizens; but aside from an amendment to the law affecting banks and general corporations (a change necessitated through Federal statutes and a decision of the United States Supreme Court) there was not a sufficiently united sentiment regarding the problem to justify a major tax change without further study.

A tax committee composed of both Houses of the Legislature is now engaged in making this study, and it would not be proper to anticipate its report by advocating any special form of tax until that report is transmitted to the Legislature and myself.

Obviously, some new source of revenue must be developed to make up for the loss of revenue occasioned by lightening the burden referred to above; and this, as I understand it, is directly in line with the work of your Association. Yours very sincerely,

C. C. YOUNG, *Governor.*

State of California  
Governor's Office  
Sacramento

\* \* \*

### Buron Fitts

**T**HE report of the Retirement Salary Commission, which was created by an act of the Legislature in 1927, and which report was filed during the session of the Legislature in 1929, has been brought to my attention, and in order that my attitude toward the findings of that Commission shall be made clear with the public school teachers of the State of California I desire to advise you briefly as follows:

From the report it would appear that the present Retirement Salary Act, which was passed by the Legislature in 1913, is actuarially unsound, to the extent that unless an amendment is made in the Act the Retirement Salary Fund will, on the basis of the present number of teachers employed within the State of California, fall short of meeting the demands upon it. The teachers of the State of California have been paying into the fund for the past seventeen years. The situation presented by that report is one that should honestly and justly be met. If elected Governor, I pledge you that I shall use every proper effort to secure such change in the present Act as will secure proper protection and honest treatment in respect to this matter to that fine body of men and women who constitute the teaching forces of our State.

I want it known that in my belief the present Retirement Salary plan is wholly inadequate at



Buron Fitts

the present time to give the teachers that protection which they manifestly deserve, and I am therefore in favor of co-operating with them and working out a new schedule that is fair to the teachers and fair to those who must pay a part of the cost of that plan—the taxpayers of California. And you may be certain that I will approve and support a Retirement Salary schedule that is actuarially sound, and which meets the requirements I have stated.

I also desire you to know that I will support to the fullest extent all educational measures benefitting the teachers or the schools of this great State of California, and you may be sure that in all such measures I shall act in good faith and in sincerity of purpose to all concerned. Very truly yours,

BURON FITTS.

211 Garfield Building  
403 West Eighth Street  
Los Angeles

\* \* \*

### Clara Shortridge Foltz

**I**F elected Governor I will support all needful legislation and lend assistance to every effort made for the repeal or amendment of existing laws that work injustice.

I favor:

1. The reduction of taxes in conformity with the requirements of the State's welfare.
2. The stabilization of real estate values and

general business conditions through intelligent governmental co-operation.

3. Extension of assistance to World War veterans and to their widows and orphans.

4. Fewer jails and penitentiaries, substituting homestead farms and colleges where the criminally-inclined and wayward youth may receive vocational instruction, that they may become useful and enlightened citizens.

5. Radical revision of our judicial system, so as to provide a more efficient administration of justice and the **arbitration, conciliation, and adjustment** of differences, instead of long-drawn-out court procedure. There is too much litigation; we have too many courts and too many judges.

6. Reduction of the cost of litigation, simplifying judicial procedure, and expediting final judgment.

7. I am unalterably opposed to the building of a "Women's Penitentiary" in Southern California or elsewhere.

8. Patient and careful attention to application for pardon of those who have been convicted of crime and sentenced to imprisonment.

9. Revision and intelligent codification of our penal code and the elimination of useless statutes and provisions for more uniform and shorter terms of imprisonment, abolishing indeterminate sentences.

10. Intelligent conservation of our game, fish, forests, and water resources.



Clara Shortridge Foltz



11. Protection and upbuilding of all the agricultural interests of the State.

12. Sympathy and co-operation with labor in every department of industry.

13. Continuation of the improvement and extension of the highways.

14. I will recommend to the legislature a twelve-months payment plan for the teachers in our public schools in place of the ten-months payment now existing; I would favor a personal income tax for the above purpose.

15. I stand for the enforcement of the law, Constitutional and statutory.

16. I believe in our courts and generally accept as just and right the verdicts of juries. However, if it shall appear to me that the verdict was wrong, and there is no relief available through the courts, I shall not hesitate to exercise the constitutional right of the Chief Executive, and forthwith pardon the unfortunate.

17. Finally, I believe that our system of dealing with offenders is fundamentally and radically wrong and that we cannot prevent crime by increasing penalties or lengthening terms of imprisonment. This course is a fallacy and the Legislature should give the subject careful attention.

CLARA SHORTRIDGE FOLTZ.

Attorney and Counsellor-at-Law  
153 South Normandie Avenue  
Los Angeles

\* \* \*

### James Rolph, Jr.

*Answers of James Rolph, Jr. to questions propounded by California Teachers Association.*

#### 1. Retirement

(a) I favor a new or amended improved Teachers' Retirement Salary Act for our public school teachers.

(b) The retired teacher's salary should be at least \$720 per annum. The amount now paid, \$500 per year, equivalent to \$41.66 per month, is inadequate to comfortably support teachers, who by reason of old age or sickness are compelled to retire. Instead of paying the salary quarterly, the State should make the payments monthly.

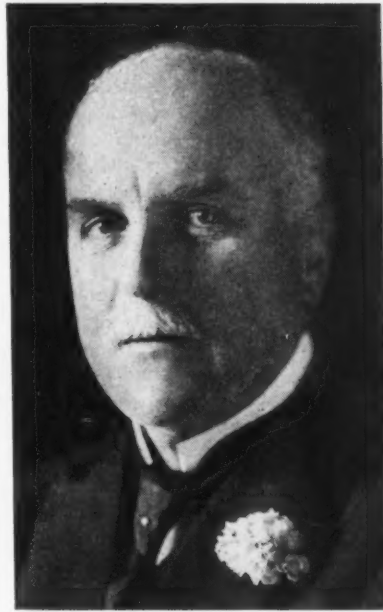
#### 2. Tenure

(a) Yes. (b) Yes.

(c) I favor teachers' tenure in those school districts where there are schools of sufficient size to be placed under the direction of competent principals.

#### 3. School Support

(a) Yes. The present laws should be amended to provide an equitable system of taxation that



*James Rolph, Jr.*

will dispense with the local district property tax.

(b) As at present informed, I do not favor a state personal income tax. The federal income tax is burdensome enough without the imposition of a state income tax. Once a state income tax is levied, I fear that it will be increased from time to time to such an extent that it will become intolerable.

(c) At the present time I do not care to commit myself for or against the sales tax. I must further study this subject before I can satisfactorily answer the question. It is my belief that a public official should be open-minded to all the data and other evidence on problems of such a technical kind as those pertaining to the field of public school finances.

4. My record as Mayor of San Francisco during the past eighteen and one-half years is an indication of what my official policy toward education and our public school teachers will be in the event of my election to the office of Governor. In San Francisco, under my administration, provision has been made in the city charter through which school teachers enjoy the benefit of generous retirement salaries. The teachers in the School Department of San Francisco during my successive administrations have had fair and just treatment in respect to compensation and tenure of position. The salaries which they receive compare favorably with the

highest salary schedules of any state in the Union.

More important than the salaries paid to our teachers is the kind of education which they give to our children. Our schools, from the modest rural school to our State University, should be kept out of politics. All appointments of teachers should be based on merit only. The moral and intellectual qualifications of applicants for position should alone control the appointing power in the selection of teachers. In the education of our children, more attention should be paid to fundamentals and less to non-essentials. There should be eliminated from the curricula of the elementary and high schools all useless subjects which unnerve the hard-working teacher, retard the advancement of pupils in studies essential to their proper education, and are of no value to them in after life.

\* \* \*

#### Upton Sinclair

**I** HAVE your letter, asking my position as candidate for Governor of California.

Let me state that I am running on the platform of the Socialist Party, whose purpose is to abolish exploitation and to place our society upon a co-operative base, with production for the benefit of all instead of for the private profit of a few. I am in favor of every measure which will limit the present control of profiteering interests over our industrial and political life.

I would favor every plan to put the teachers of the State upon a professional status and to

give them economic security and political freedom. I would certainly favor an adequate retirement salary, not less than two-thirds of the salary which the teacher receives during her active service. I would favor teacher tenure everywhere, and I would make it my business to see that the teachers were protected in their political rights as citizens, and their rights to organize and to make their demand effective.

I would favor State income and inheritance taxes, and especially I would favor a tax which would absorb the entire amount of the unearned increment on land, as a means of abolishing land speculation and of opening idle land both for agriculture and for homes. I would favor every tax which would limit the exploiter, and I would abolish every tax which rests upon the small producer and the wage-earner.

I am advocating these principles because they are just, and I urge that those who vote the Socialist ticket are taking the only possible means to protest against our present system of government for big business and its political hirelings. Sincerely,

UPTON SINCLAIR.

Station A, Pasadena.

\* \* \*

#### Milton K. Young

**T**HE pressure of campaign activities, as well as the management of my own office, has prevented an earlier reply to your letter of July 2. I hope this letter will reach you in time to be of use.

It is well that your organization and other civic groups seeking the welfare of California, should inquire into the attitudes of candidates for public office. I answer your questions as follows:

##### 1. Retirement:

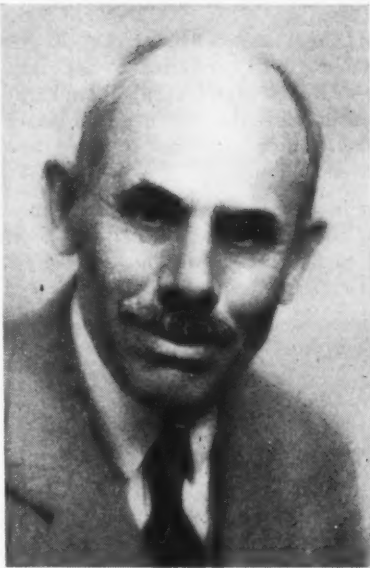
a. Yes.

b. I have answered yes to the first question because a policy of paying teachers a retirement salary seems the best practical solution of a problem of eliminating superannuated teachers in the service and protecting the interests of the children and tax-payers from inefficient instruction.

If we are to have a new Retirement Salary Act, it should be based upon adequate study. I am impressed by the fine work done in studying the teacher retirement salary question by the Commission which reported last year. Any sound scheme for retirement must be actuarially safe. The State should be called upon to pay not more than half the cost, and it should be made plain to the teachers that their pension scheme is part of their remuneration. The teach-



Upton Sinclair



Milton K. Young

ers should think in terms of their total real wages. In this day and age of relatively high salaries for teachers, most of them should be able to save something for their old age and carry considerable insurance, as well as make moderate investments.

I believe that a retirement salary of \$75 per month is worthy of consideration.

## 2. Tenure:

I am in favor of Teachers Tenure. It involves problems that must be determined by the consideration of many questions which an ex parte statement will not throw much light upon; hence I leave that subject for discussion by those who must ultimately frame the law.

## 3. School Support:

It would be difficult to make a suggestion of any value upon this subject. If new methods of taxation are to be provided such provision will be made only after various interests have been heard and I cannot anticipate what the conclusion will be. Having in view the present methods of taxation as a standard we should redistribute the funds we have available for education in a more equitable manner.

4. No one realizes better than I do the important part that education plays in the welfare of a democratic republic. Our very existence as a nation is dependent upon a high type of intelligence in the great mass of citizenry. We have in California a glorious heritage, natural resources, and climatic conditions, that leave little

to be desired. It is necessary, in plain language, for every one of us, from the Governor to the humblest citizen, to put his shoulder to the wheel to forward the real progress of the State, to conserve our wealth,—material, intellectual, and spiritual. On such a platform as this I go to the voters of California seeking election to the highest office within their gift, and promise them to give the best that is within me to promote the welfare of the State as a whole.

With greetings to the teachers of this State who are conscientiously trying to raise the standard of intelligence and education and push back the barriers of darkness, greed, and stupidity, I am, Faithfully yours,

MILTON K. YOUNG.

Law Offices  
Young & Young  
Suite 1115

Citizens National Bank Building  
453 South Spring Street  
Los Angeles

\* \* \*

## H. L. Carnahan

I HAVE your letter requesting a statement respecting (1) teachers' retirement salaries; (2) teacher tenure; and (3) taxes for support of schools.

One of the principal policies to which the people of California have most tenaciously adhered in its development, has been a high standard for teachers and an opportunity for a measure of free public schooling unsurpassed in any other state. Obviously any feature of



Herschel L. Carnahan

practical advantage in further perfecting and continuing this program and consistent with other demands that must be met in an efficient and economical administration of the public affairs of the state as a whole not only should be adopted but is assured of support by the people generally.

Certainly no one will deny that to educate the pupils in our schools, so that they will be reasonably equipped to meet the conditions of modern life, an adequate corps of teachers, specially trained for their profession, is necessary; nor will any one deny, I think, that to obtain such teachers the state must compete with the allurements of other professions and of business; and that to retain capable teachers, once found, in public service, is of special importance, because "turn over" in such a group of employees is even more expensive and destructive of organized efficiency than in private enterprises.

That is the state's side of the question as I see it. On the other hand, those who adopt teaching as a profession, and who therefore omit the training required for other profitable employment, should have, in common fairness to them, assurance from the State that in return for efficiency they may expect continuity in service.

For these reasons I have been an earnest advocate, for many years, not only of the principle of teacher tenure but also of a liberal retirement salary for teachers, commensurate with the length of their effective service to the State. It should be so adjusted in proportion to the teacher's regular salary and of such amount that it will be an inducement to continued service as long as such service is of value to the schools.

There is no doubt that the burden of taxation upon real property, and especially on farms, small homes, and small businesses has reached the ceiling. This condition is not due, however, wholly, or even chiefly, to taxes that are required to maintain, with reasonable economy, our schools at or above their present standards. A general revision of the California system of taxation is imperative if the burden of government (including the support of schools) is to be spread fairly upon the taxpayers, with such a revision, and a reasonable limitation of extravagance in local school structures, adequate support of schools may be provided without special assessments and without undue levies upon any class of property or group of taxpayers.

Yours respectfully,

H. L. CARNAHAN.

Los Angeles.

### Harry A. Chamberlin

**T**HIS will acknowledge receipt of your letter dated June 2, relative to my attitude on Teachers Retirement, Teacher Tenure, and New Sources of Revenue which might partially relieve the local property tax from a share of the cost of education.

Your inquiry is not embarrassing, but entirely proper, and I am glad to answer the same as best I can, although without any definite pro-



*Harry A. Chamberlin*

posal before me, I can only state the principles which I believe should govern in the determination of these important questions.

Teachers Retirement and Teacher Tenure were before the Legislature several times during the fourteen years that I was a member of the Legislature, from 1915 to 1929. The record of my votes upon these various measures will disclose the fact that I have always been a staunch supporter of both principles.

The report of the Retirement Salary Commission, which was created by an act of the Legislature at its 1927 session, indicates that the present Retirement Act, passed by the Legislature in 1913, will fall far short of meeting the demands upon it, on the basis of the present available income to the fund created.

I strongly favor a new Retirement Act, whereby those teachers who have completed a long term of service in the public schools of the



State of California may be retired on an adequate retirement sum.

It is my belief that the State is morally and legally bound to take such action as may be necessary to correct the present existing situation, and to see to it that the teachers of this State will actually receive the retirement salary so long promised them.

### **An Adequate Retirement Salary**

Several proposals have been made as to the form that an adequate Retirement Salary Act should take, but in the space permitted me and the time afforded, it would be impossible to outline the advantages and disadvantages of the various plans suggested. The practical effect of all the plans, however, is very much the same, depending upon two things: first—the amount which the teachers shall ultimately receive, and second—the amount which the State and the teachers in turn shall contribute to the fund.

As to these two factors, I believe:—First—that the ultimate retirement salary provided for the teachers should be in such an amount as shall enable those teachers retiring to live comfortably and without want within the salary itself; Second—that the burden of maintaining the retirement salary fund should be borne by the State and the teachers, equally. In other words, by working out the plan in such a manner that it shall be said that it is equally fair to the teachers and to the tax-payers.

California has recently adopted a generous policy of old-age pension for its citizens. It cannot afford to be less generous to its teachers, to whom it owes so much.

I am thoroughly committed to the principle of Teacher Tenure. I believe it is a protection to which the competent and efficient teacher is entitled and that conditions in the teaching profession are more stable and satisfactory because of tenure.

I am not unmindful of the fact that considerable opposition exists to the application of tenure in the rural districts, but I am unable to understand or appreciate, perhaps through lack of complete information, why tenure should not apply generally, in the city school districts, in the school districts where local provision is now provided by law, and in the rural districts where there is no local supervision, other than that provided by the county superintendent's office.

However, I do believe that the present defects in the present law, by which boards of education have been unable to dismiss admittedly unfit teachers, should be corrected by appropriate amendments. Such power in the hands of the boards of education should strengthen,

rather than weaken, teacher tenure, in my opinion.

Regarding new sources of revenue in order that the home owner, farmer, orchardists and business man may be relieved, to some extent, of the local property taxes:

Certainly, I am in favor of any plan, scheme or measure that will relieve every tax-payer from his ever-increasing burden. I am not ready, however, to advocate "relief" by proposing a new form of taxation.

I am not satisfied that any new source of revenue is necessary in order to relieve local property taxes. Every effort should be made to afford the tax-payer substantial relief through the adoption of rigid policies of economy, efficiency, and retrenchment, before any effort is made to "relieve" him in the form of a new tax of some kind. Certainly, there would not be much relief for the already over-burdened tax-payer if we relieve him from a share of the local property taxes and at the same time impose upon him a new tax in the form of a personal income or amusement tax.

I am also committed to the principles embodied in the several bills that have been before the Legislature relating to Sabbatical Leave.

In conclusion, may I express my appreciation for the opportunity afforded me to present my views upon these important questions to the members of the California Teachers Association. Very truly yours,

HARRY A. CHAMBERLIN.

Harry A. Chamberlin  
for  
Lieutenant-Governor  
Campaign Headquarters  
1010 Rowan Building  
Los Angeles

\* \* \*

### **William Ivanhoe Kinsley**

**W**ILLIAM IVANHOE KINSLEY, candidate on the Republican ticket, for Lieutenant-Governor of California, was born in Illinois in 1878; is a graduate of Loyola University (Department of Medicine), a Spanish War Veteran, and served on the Selective Medical Board during the World War.

Dr. Kinsley has made his home in Southern California for the past fourteen years. He is keenly interested in the affairs of his State, and has followed closely its political development. Dr. Kinsley asks for the office of Lieutenant-Governor of the State, entirely upon his own merits, having no political machine or organization backing his candidacy. The only support he asks, is that of the voters of this State, and

in this way he will have no favors to extend to organized groups.

Relative to the "Teachers Retirement Act", the Doctor is in favor of an adequate compensation to those teachers who have made their life work the education of the children of this State;



*William I. Kinsley*

but to make any definite outline at this time, as to the amount of such compensation, or as to the manner in which such a fund is to be raised, would be impossible. These matters require thought, study, and research, and in the stress of a campaign, there is no time to give to them the attention required.

The candidate can only assure the teachers of this State, as well as every other citizen, that as these questions present themselves, in the course of his duties, he will work to the best of his ability, to that end which will be to the best interest of his State and of its people.

Dr. Kinsley feels that we should spare nothing in the education of our future citizens, to the end that when the affairs of this State pass into their hands, they may come to their task fully equipped to handle the burdens judiciously and carefully, bringing credit to the State and to its public schools, which without the teachers, could not exist. In return for their splendid work, the teacher should, of course, and must, receive adequate compensation in those years of their life in which they can no longer be of service.

The support of the teachers of California at the coming election will be appreciated; and

every teacher in this State may rest assured that when the time comes, their retirement wage, and the manner in which it is to be provided, will receive none but the most fair, careful, and thoughtful consideration. Respectfully,

WILLIAM IVANHOE KINSLEY.

San Diego.

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### Frank F. Merriam

**Y**OUR letter of July 2, together with enclosure, is received and I am pleased to state my opinion relative to the educational matters mentioned in your communication.

Perhaps the best and most convincing statement as to my position on Teacher Retirement and Teacher Tenure will be found in my votes on these matters in the six sessions of the Legislature of which I have been a member. May I then submit, as the first exhibit in my statement these twelve years in the Assembly and Senate, presenting a record which has been commended by the members of the Teachers Association designated to represent the organization at Sacramento.

I have no regrets or apologies for the favorable position I have taken in the past on legislation sponsored by the teachers of California and I will be pleased to be of further service along the same lines as opportunity offers, especially in providing an increased and adequate Retirement Salary Law, as resources of the State may justify, and the extension of the



*Frank F. Merriam*

Tenure Act to all the schools of the commonwealth.

A commission, appointed by the Governor, is charged with making an investigation of our tax laws and suggesting new provisions. This commission undoubtedly will recommend new sources of revenue and new forms of taxation.

The California Real Estate Association also has a committee studying taxation, with a view to making definite recommendations for amendment of present laws, and to secure a more equitable distribution of the tax burdens and in the hope of discovering new sources of revenue or of suggesting new forms of taxation.

I deem it advisable to await the report of the state commission and suggestions of other organizations, including any which the teachers of the State may submit through their representatives or otherwise, before making a definite statement of my position or attempting to outline a plan of my own.

May I add that I favor a complete study of our system of taxation with a view to relieving the home owners, the small manufacturing institutions, real estate and certain other property of the inequitable tax burden they are now bearing, including attention to new forms of taxation and provisions eliminating certain evils of the present special assessment laws.

Thanking you for the privilege of indicating my position on these questions of such vital interest to the teachers, the people of California and future generations, I am, Sincerely yours,

FRANK F. MERRIAM.

Home address  
P. O. Box 344  
Long Beach

### Chaim Shapiro

**R**EPLYING to your inquiry, contained in your letter of July 7, 1930, and answering your question number one, pertaining to the new retirement bill, I wish to state that I do strongly favor a new Teachers Retirement Salary Act which shall provide for a larger teachers retirement salary than they do now receive, and to amount to at least one-half of the salary received when retired. The act is to provide for a compulsory contribution by each county and city, so that cities like Los Angeles, which now do not provide for any retirement salary, must contribute towards this end.

As to Teacher Tenure, I believe in giving to the public school teachers the same protection which the Civil Service gives to other public employees, and would also extend such tenure to all districts.

I think that a new form of taxation should be provided by the State, and do favor a sales tax on luxuries and non-essentials; but to exempt theater tickets that sell for less than a dollar each, such theater tickets tax would burden the poor as well as the rich, and I feel that the



*Chaim Shapiro*

poor are entitled to amusement without additional burdens to those that they now bear.

I am in favor of the following new forms of taxation, to-wit:

1. A State income tax on excessive incomes.
2. The appropriation, by taxation, of the annual rental value of all lands held for speculation; and the exemption from taxation of all homes valued at \$5000 or less, which are occupied by the owner.

From the above, you will clearly see that I am in favor of every method of taxation which will have a tendency to place the burden of taxation on those who have excessive incomes and to lift it from those who have little.

As to additional suggestions, I would like to state that I believe in a system of State assistance of sick, incapacitated, and superannuated teachers and their families, and in the payment of larger salaries to those who educate the future citizenry of America.

I believe in freedom of the teachers from the domination of school boards, as well as other dominating political influence; in the absolute equality of teachers, independent of their religious, social, or political views; in the establish-

ment of recreational centers for teachers, and also for retired superannuated teachers.

In short, I believe in every measure that would give the fraternity of teachers of the State a more abundant and free life to reward them for the life of sacrifice, care, and devotion that they give and bestow upon the childhood and youth of our Commonwealth.

Trusting that this will meet with your approval, I am, Sincerely yours,

CHAIM SHAPIRO.

Shapiro & Shapiro  
Lawyers  
Suite 426 California Building  
Los Angeles

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### Tallant Tubbs

**I**N answer to your letter of July 2, I am pleased to answer below the questions contained therein.

I am in favor of a new teachers' retirement salary. I supported the Rochester retirement bill in the 1929 session of the Legislature, and



*Tallant Tubbs*

believe that a bill drawn along the lines of the Rochester bill, with the added feature that the teachers put more money into the fund and in the end take more out, should meet with the general approval.

I believe in teacher tenure in every kind of school district. I should be pleased to support any bill which provided that, after serving four

years probationary work, the teachers could be re-elected permanently.

I believe that some new form of taxation should be provided by the state, for public education, to relieve the local district property tax. While I do not care to pledge myself at this time to any particular new form of taxation, I am inclined to believe that a state personal income tax might be the fairest solution.

I am pleased to state that I have consistently and conscientiously been able to follow the recommendation of the California Teachers Association during the six years that I have been a member of the California Senate. There is no reason to believe that I cannot in the future give my support to the legislation in which the Association is interested. Sincerely yours,

TALLANT TUBBS.

San Francisco.

\* \* \*

### Martin I. Welsh

**I**HAVE before me your questionnaire and in reply thereto will say that I am in favor of a retirement bill which will give to the teachers such a retirement salary as is fair and just. As to what the amount should be, I am unable to say at this time, for the reason that it would require a full knowledge of the subject to answer such an important question fairly and intelligently. With the limited time I have within which to delve into the subject before your paper goes to press, I could not, of course, acquire the knowledge that I would need to answer the question as it should be answered, but I shall be glad to answer same at any future time you desire.

I believe in teacher tenure. I sincerely believe that new sources of revenue should be obtained in order that the home-owner, the farmer, the orchardist, the business man, and any other class of men and women, may be relieved to some extent from the local property tax. In other words, I believe that the tax should be evenly and justly levied, so that no particular class should be made to bear unequally the burden imposed.

The other questions contained in your letter would require, as I stated before, a detailed study of the subject in order that the same could be answered fairly and intelligently, and as stated before, I have not the time at hand to properly study the subject before your journal goes to press. Yours truly,

MARTIN I. WELSH.

Sacramento.



## Our Policy

VIERLING KERSEY

*State Superintendent of Public Instruction  
Sacramento*

SO intimately related are the responsibilities of the State Superintendent of Public Instruction and the individual teacher and administrator, wherever they may be found in California, that the use of the term "Our Policy" is properly significant.

Truly, leadership in education in the State of California can and should be expressed, as we all work, in terms of the same policy. The use of the term "Our Policy" assumes that there will be educational unity in the State of California, unity of purpose for child advancement, unity of endeavor for professional improvement, unity in confidence which weld us in the spirit of mutual trust, unity in loyalty to cause and to deserving leaders.

This unity among school-folk will assure California that education is a state function, that primary matters of finance are properly cared for by the assumption of responsibility by the

available educational opportunity is realized for every California child.

In the last analysis, the people of the State of California, representing themselves as a body of citizens, are more closely tied to their public schools than to any other institution of public service. Educational programs will be effective only as they are understood by and have the sympathetic endorsement of the public which they are intended to serve.

The officers of public education, including the various elective representatives of the people, are equally responsible to carry to the people from educational circles, report and understanding, as well as being charged with bringing to educational administration the pulse of the citizens, a great body of co-operating agents organized in the interest of social, civic, economic advancement of our state, who are anxious to serve the schools.

To make full use of this available group is an especial charge now upon us. The particular problems which concern the safety, the well-being and the future of our teachers are the most important ones to greet us. From them we are admonished again that unity and mutual confidence, together with loyalty and reliance in leadership, will bring us together for the accomplishment of legislation and professional advancement along the lines of unwavering educational ethics.

The State Department of Education is most solicitous that its endeavor in these respects be thoroughly understood. We believe and pronounce without equivocation that that which is best for the child and for the teacher represents sound beginning for California's educational philosophy. May we work together in understanding and accomplishment and may we have many joys as we work during the coming school year.

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### Rising Demands for Junior Colleges

MORE than one-third of the present twelfth year students at Berkeley High School would attend a local junior college if one were available according to results of a questionnaire recently submitted to the students at the request of Dr. William M. Proctor of Stanford University.

The study, which was originally begun at the request of Superintendent J. M. Gwinn of the San Francisco schools, was extended to the senior pupils in the Oakland and Berkeley schools at the request of Dr. Proctor, who prepared the questionnaire. The analysis was made in Berkeley at the direction of Superintendent Lewis W. Smith, with the co-operation of C. L. Bledenbach, principal of Berkeley High School.



*Vierling Kersey*

state as a whole. This unity, which will develop a renewed professional loyalty, will call upon the State Department of Education to render many aids and services, to the end that equal



## Greetings for the New Year

**G**OOD morning, boys and girls. I am glad to see you back in your places with such sunny, smiling faces. It's fine you have had such a good vacation. Now there is some real work for us to do, so let's go."

A good many of you said something like the above to a group of youngsters on the opening day of school. Many's the time that most of us have expressed a sentiment like that. Today I am saying it to you, the teachers of California. Also in real earnest we can emphasize "we have real work to do."

Teaching is growing to be a real profession in this state because so many engaged in the work realize their responsibilities. There are some school-keepers among us yet, but thank goodness, they are getting fewer and fewer every year. Conditions under which we teach have improved so materially during the past decade that most people active in school work are proud of it and do not try to hide the fact that they are teachers.

During this past vacation I had occasion to study the educational history of California quite closely. A fact noticeable in a study of this kind is that since the very beginning school methods have changed to meet changing conditions. In other words, our public educational system has kept abreast of the times.

There has been constant growth in the history of our school law and procedure. The most significant point to be noted is that practically all of the progress that

has been made educationally has come through the co-operative work of the teachers as an association.

There have been individuals who have brought improvements into the system but they have invariably looked to the Association for the needed assistance to carry through their reforms.

In preparing a talk on C. T. A. and its accomplishments for a summer school assembly, I was surprised to find that the sum total of the legislative measures introduced and carried to a successful completion by our Association presents an array of progress that is worthy of the greatest satisfaction.

We are going into a new year with new duties and new opportunities before us. If we are to make the most of our service we must see more than our own problems. We must realize the true meaning of our place in the scheme of things but we must also see the whole picture. Each one of us has a part to play. Each one of us must play that part well, but we must all play together and pull together for the general results that should follow. If we can so co-ordinate our own desires that they will fit into the prepared plans which have been studied and found to be desirable, we can hope for still better conditions in our school work.

We trust that the school year 1930-1931 will bring happiness and a real chance of service to every member of C. T. A.

ROY W. CLOUD  
*State Executive Secretary*

# Jottings from the Columbus Meeting

*National Education Association Convention*

## From the New President

*The following letter was received by Superintendent Givens as California State Director for the National Education Association:*

*My dear Mr. Givens:*

**T**O that golden-hearted, loyal delegation from California I wish to extend our very grateful appreciation. You were wonderful in your support, you were loyal in your friendship and you were untiring in your efforts. These qualities have aroused a great feeling of gratitude in your humble servant. I do not know how to reach all of the California delegation, but if you would publish this little word of appreciation in your journal, I would be deeply indebted to you.

California does everything in a big way. Her delegation was large, her spirit was unselfish—her Breakfast was a feast of good things for the body and for the soul. Dr. Gwinn's speech nominating your president was a gem. Your stunts surpassed any that have ever been put on at the N. E. A.; and the genial, good-fellowship which your delegation radiated was felt by every member of the convention.

We are looking forward to great things in California next year. In the meantime, we are

Yours to command

WILLIS A. SUTTON, *President*  
National Education Association

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## Some Major Notes of the Convention

J. M. GWINN

**S**ECRETARY J. W. Crabtree in his annual report said "We are now confronted with readjustment problems more serious and more formidable than those that followed the World War. . . . No war could disrupt conditions more ruthlessly than is being done by inventions and machinery."

Progress would not be dangerous if all elements advanced proportionately but when some elements speed far ahead of others society's equilibrium is disturbed and it begins an unstable and perilous course which if not checked leads to a fall. Science, discoveries, inventions and machines have made the times out of joint. Millions of men are out of employment and find they no longer fit into the new program. Also, much of industry and many businesses are

failing or being operated at a loss due to changed conditions.

It is the peculiar function of education to help individuals and organized groups to readjust themselves to new conditions and to rise superior to these new conditions, otherwise both individuals and groups will be crushed by the onrushing changes about them. This machine age, the age of mass production through huge organization, have thrust upon education the problem of re-education of adults to fit into new methods of earning a living and also to give adults necessary training for the proper use of the greatly increased non-working hours. Adult education may be expected to occupy a large place in the immediate future programs of education. The National Commission on the Enrichment of Adult Life Through the Schools held several meetings at Columbus and took initial steps for its great program that is intended to reach every state in the Union.

## Momentous Changes in Modern Life

Agricultural conditions are highly unsatisfactory. Along with the attention and assistance being given to agriculture by the Federal and State Governments the rural school has new and increased problems of helping the rural people to meet the new conditions of rural life.

The recent change in the political, economic and social responsibilities of women with the vast improvement in communication and transportation have given the word "home" a new meaning. The four walls which used to make the boundaries of a home have now been penetrated so that now the walls of the home have moved outward to include the community and even greater areas. The old-time 12x16 parlor or living room through the use of the automobile has taken on dimensions of miles. The conception of the place of women has been greatly changed and expanded and with this conception there has come and must continue to come programs of education to meet the needs of women.

The present program of progress has shown more clearly than before the interdependence of local community, state and nation in providing education. The present tendency is strongly toward the state as the agency for the administration of education but with distinct demands upon the local communities and upon the Federal Government to support the State in public education. Whether education is considered locally or nationally, the inevitable conclusion is reached that the state must have a larger responsibility both in financial support and in control of public education. Here in California there is a growing demand that the State as a

whole bear more of the burden of the support of junior colleges and share to a greater extent in the costs of elementary education.

Much attention was given to state programs for teachers' pensions and retirement allowances. Representatives of the California delegation held conferences with the secretaries of teachers associations of several eastern states, which states have recently enacted retirement and pension laws.

The California delegation had a large and successful part in the convention. Los Angeles was selected for the next meeting of the convention and the candidate supported by California, Superintendent Willis Sutton of Atlanta, was elected President of the National Education Association.

A good time was had by all.

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### In Dixie Land—Atlanta, Georgia

**H**OW would you like to be sitting in a cool spot in Georgia, enjoying fried chicken, peaches, coco-cola, nice parties and everything just now foreign to schools and teachers—and then all of a sudden be awakened from this lovely situation by a request from the C. T. A. office to write something about the N. E. A. at Columbus!

Well, the most worth-while part of the Columbus trip was the good fellow feeling among our own California people, and the wonderful teamwork to get the next N. E. A. convention in California at Los Angeles.

Now what? Plenty more such team-work like this for next year!

I hope the same good feeling will put over the 1931 N. E. A. in California at Los Angeles. Everybody will come! Let's begin now to do our part. What say ye Californians!

EUGENIA WEST JONES, *Los Angeles.*

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### Some Impressions of Columbus Meeting

**V**ITAL VALUES IN EDUCATION," the central theme of, the Columbus meeting of the National Education Association, was emphasized in general, sectional and allied department meetings. The theme extended to vital values in law, politics, internationalism, and patriotism.

Judge Florence Allen, of Ohio, only woman superior judge in this country, gave us some vital values in law; stressing the point that teachers of America can teach their pupils to have respect for vital aspects of the law, particularly the obligation of jury duty.

Honorable Ruth Bryan Owen, Congresswoman from Florida, spoke on "Education for Political Service." She urged that teachers inculcate governmental ideas in their pupils.

Miss Clare Soper, international secretary of the New Education Fellowship, London, emphasized the theme in her addresses. She advocated that the teacher must teach her pupils to face the problems of the world.

Miss Soper's views were further emphasized by Dr. A. O. Thomas, president of the World Federation of Education Associations. Dr. Thomas pleaded that internationalism be brought to the world through our schools.

Lieutenant Ulysses S. Grant 3d, director of public buildings and public parks in Washington,

D. C., gave an address on George Washington, whose two hundredth anniversary will be celebrated February 22, 1932. He urged teachers to place before their students a vivid picture of the great personality of Washington.

Some one said that the **California Breakfast** resembled a general assembly at the N. E. A. Many notables were among the guests, including E. Ruth Pyrtle, retiring President of the N. E. A., Dr. Winship, secretaries of half-a-dozen state associations, and genial Mayor Thomas, of Columbus.

Columbus boasts, and rightly, too, of a wonderful airport. Many visiting teachers went up in the air for the first time.

Other teachers visited the several universities in and about Columbus, and a goodly number remained for summer sessions.

I was charmed with the old home of Salmon P. Chase, once Governor of Ohio and Chief Justice of the United States. For one hundred years this old residence, reminiscent of early Colonial days, has withstood time and the elements, and lately has been turned into Ye Olde Chase Tavern.

The charm of Ohio and the hospitality of the people will not soon be forgotten by those of us who were fortunate enough to attend the convention.

MIRIAM D. EISNER, *President*

*Department of Classroom Teachers N. E. A.*

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### Three Women of the Convention

**T**HREE outstanding addresses of the convention which pointed to some of the "vital forces in education" and showed us how to make them practical were given by women.

Several times during the week it was our privilege to hear a most charming speaker from London, England. **Clare Soper**, international secretary of the New Education Fellowship, came to us with an inspiring appeal for "co-operation within education and cultural spheres" that will help to bring about the practical internationalism that we find in the field of industry and commerce. At the kindergarten department luncheon she said, "Internationalism is of the spirit and unless the teacher has that spirit she cannot convey it to the children."

At an afternoon session of the Department of Classroom Teachers we were told by **Florence E. Allen**, Judge of the Supreme Court of Ohio, that "the problem facing America is exactly the problem facing the individual, that of mastering her own spirit." In speaking of the jury system of America she explained how we could help to raise the standard of the jury. She said, "Nowhere can the obligation and privilege of jury service be taught better than in the schools."

The most impressive address of the general sessions was given by **Ruth Bryan Owen**, member of Congress from Florida. She answered the customary remark that "woman's place is in the home" by pointing out that "community life needs both men and women. It needs the woman's love of beauty and the man's technical

skill. And it wouldn't do Uncle Sam any harm to have a wife." In speaking of our boys and girls she said, "Our young citizen must be taught national ideals and civic pride. I look for the time when we will have young citizens conferences on affairs of state."

And now a secret—Miss Clare Soper is coming to California in December and it will be our great privilege to receive her inspiring message at our institutes!

MABEL R. ELLIS,  
San Francisco.

### California Unity

AN interesting feature of the National Education Association Convention of 1930 so far as California was concerned was the fine spirit of unity shown by the California delegation en route and while attending the convention. Frequent conferences were called which brought members from different parts of the state together on a common basis. A slogan, "The Summer Convention of 1931 for California at Los Angeles," was heard early on the special train and seemed to motivate the activity of everyone.

Delegates from the northern part of the state worked at Columbus just as hard and anxiously as did those from the south in the interest of winning votes in favor of the invitation from Los Angeles. There were no sectional cliques evident at any time. The outcome was a happy lesson in the result of working in unity.

Director Givens asked for a meeting of the California delegation at the Deshler-Wallick Hotel at 10 o'clock on Wednesday night. No grapevine system ever worked better. California Teachers Association headquarters was jammed and many had to stand for almost an hour while the different state attitudes were reported.

It was inspiring to hear reports of interviews and to find that a sufficient number of votes had been promised to win the convention for California. It is also of interest to know that the final vote of the Board of Directors of the National Education Association was approximately the same as the straw vote of our own delegates indicated it would be.

California delegates certainly feel that it is worthwhile that organizations be maintained which will bring the school people of our state together in a common cause.

F. L. THURSTON

*Executive Secretary, Southern Section,  
Los Angeles*

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### Two Leaders Taken

RECENTLY two schoolmen, nationally prominent, have passed away.—**Superintendent William M. Davidson** of Pittsburg and **Superintendent Frank Boynton**, of Ithaca, New York. Mr. Boynton was killed in an automobile on Long Island as he was on his way to dedicate a high school. Drs. Davidson and Boynton had rendered great service, over many decades, in the cause of the American public schools.

## California's Public Schools

E. H. STAFFELBACH

*C. T. A. Director of Research*

UPON no other public institution falls such tremendous responsibilities as those which rest upon public education. Into the keeping of the public schools the people of the state entrust the future of their children, and thus the future of the state itself.

Certain salient facts (1) concerning the public schools of the state cannot fail of interest for California readers.

Enrollment in the kindergarten.....	77,139
Enrollment in the elementary grades.....	743,103
(Of whom 65,402 are in junior high schools)	
Enrollment in high school grades.....	467,895
(Of whom 32,484 are in junior high schools)	
Enrollment in junior college grades.....	10,787
Number of educational employees: (teachers, supervisors, administrators)	
Kindergarten .....	1,377
Elementary .....	22,982
Junior high school.....	4,177
High school.....	12,930
Junior college.....	309
Total.....	41,775

The law of California requires all districts to maintain at least 170 days of school per year. Most districts exceed this, the average being:

For kindergartens .....	183
For elementary schools.....	177
For junior high schools.....	183
For high schools.....	179

The value of public school district properties indicates something of the significance of this most important California enterprise:

Value of property owned by elementary districts.....	\$222,464,000
Value of property owned by high school districts.....	164,415,000
Value of property owned by junior college districts.....	2,391,000

The cost of producing citizens is large only in the aggregate. In relationship to the number attending, school costs are not excessive.

Current expenditures for education by districts:

Kindergarten .....	\$ 3,803,000
Elementary .....	56,258,000
High school and junior high school.....	48,753,000
Junior college.....	1,182,000

1. Note: All figures given are from part II of the Biennial Report of the State Department of Education (1928), for the year 1927-1928.



## Columbus Chooses Los Angeles

*The N. E. A. Convention, June 29-July 4, 1930*

ROY W. CLOUD

**C**ALIFORNIA and California Teachers Association were much in evidence at the big delegate assembly of the National Education Association in Columbus, Ohio, June 29-July 4, 1930. In the neighborhood of 200 Californians were present and registered.

On the evening of June 23d 42 delegates from California Teachers Association and local school associations started in a body on the Southern Pacific "Padre" from Oakland.

At 9:45 the next morning the party was met in Los Angeles by the genial executive secretary of the Southern Section, Fred L. Thurston. Mr. Thurston, working through the Los Angeles Teachers Association and the Southern Section, had one of the big busses of a Southern California sight-seeing company at the depot.

A tour of the downtown section was followed by a visit to Hollywood and the residential portions of the big southern metropolis. At 12 o'clock the pilgrimage ended at La Golondrina Cafe which has recently been opened in connection with the reconstructed old Spanish-Mexican portion of Los Angeles.

A wonderfully fine Mexican dinner was served, after which Willard E. Givens, N. E. A. director for California, who was in charge of the party, called upon Superintendent J. M. Gwinn, as president of the California Teachers Association, to express his appreciation of the entertainment given northern delegates by their Southern California friends.

Mr. Gwinn was in a particularly happy frame of mind. In response to his thanks Superintendent Frank A. Bouelle of the Los Angeles city school system greeted the group in a friendly, intimate way and expressed his hope that they would have not only a pleasant day in Los Angeles but that the journey to Columbus would be particularly fine.

The afternoon was spent in sight-seeing in the business sections of Los Angeles.

At 4 o'clock the California Special with 111 California teachers on board made its departure from the Union Station. The route was over the Union Pacific System. All who were on last year's excursion were glad to note that the Pullman conductor, C. E. Cole of Inglewood, was again in charge of the train. They remembered his courtesy and kindly helpfulness last year on

the journey to Atlanta. Throughout the whole trip to Columbus he repeated his efficient performance of last year and became well acquainted with a number of the delegates who were making their first journey this year.

The first stop was at Cedar City, Utah, the following morning, when 87 delegates climbed aboard six of the big auto stages which were to take them on the 87-mile ride to **Bryce Canyon**, one of the wonders of Zion National Park. The day was beautiful, cool and clear, and these 87 California teachers enjoyed the view of this marvelous work of nature, and then returned to Cedar Breaks, a miniature reproduction of both Bryce and Zion. They were back at Cedar City at 8 p. m. and at 10 were on their way.

The next morning at 7:15 the party was greeted at **Salt Lake City** by State Superintendent of Schools Jensen and Assistant Superintendent of City Schools Dr. J. T. Worlton. Later George N. Child, city superintendent of schools of Salt Lake, became a member of the group. A trip around Salt Lake City was enjoyed, after which the entire party viewed the State Capitol. They then went to the Tabernacle where Dr. L. E. Young (a nephew of Brigham Young, the founder of Salt Lake City) gave an interesting talk on Salt Lake City, its history and the building of the Temple and Tabernacle. Dr. Young is a professor of Western History at the University of Utah. At 10 o'clock a special organ recital was given in the Tabernacle for the Californians.

The journey was resumed at 11 o'clock by way of the Denver & Rio Grande Western. The next morning at 6 o'clock a stop of 20 minutes was made at the Royal Gorge Canyon. The entire party walked to the bottom of the big overhanging bridge and viewed the awe-inspiring scenery of Colorado's great mountain canyon.

No other stops of any length were made and Columbus was reached at 5:30 Saturday evening. From that time until the close of the session the following Friday, the delegates were busy at their section or general meetings.

**The California Breakfast** was held on Monday morning at the Hotel Deshler-Wallick, with 207 in attendance. Superintendent Willard E. Givens of Oakland, state director, was in



charge. His table guests included the following state directors from 23 of the states:

Zebulon Judd, Alabama; E. W. Montgomery, Arizona; Gordon C. Swift, Connecticut; Harry V. Holloway, Delaware; M. L. Duggan, Georgia; Charles F. Miller, Indiana; M. E. Pearson, Kansas; R. E. Williams, Kentucky; Annie T. Bell, Louisiana; William B. Jack, Maine; Annie C. Woodward, Massachusetts; Alice Sullivan, Minnesota; H. V. Cooper, Mississippi; Thomas J. Walker, Missouri; R. J. Cunningham, Montana; Dana S. Jordon, New Hampshire; Harry W. Langworthy, New York; T. Wingate Andrews, North Carolina; Minnie J. Nielson, North Dakota; John G. Mitchell, Oklahoma; George W. Wannamaker, South Carolina; Robert W. House, Virginia; Arthur L. Marsh, Washington, and the following who made short addresses:

**Dr. A. E. Winship**, veteran editor of the Journal of Education; **Mayor Thomas** of Columbus; **Joy Elmer Morgan**, editor of the N. E. A. Journal; Superintendent **Willis A. Sutton** of the Atlanta schools, who was elected president of the N. E. A. for next year; **Harry M. Shafer**, assistant superintendent of schools of Los Angeles; **Miss E. Ruth Pyrtle**, president of the N. E. A.; **Mrs. Hugh Bradford** of Sacramento, president of the National Congress of Parents-Teachers; **Harry H. Main**, representative of the Los Angeles Chamber of Commerce and **Dr. J. M. Gwinn**, president of California Teachers Association.

Mr. Givens then introduced Mirlam D. Elsner, who in turn introduced her guests. They were Beulah Hunter of Texas, president of the Classroom Teachers of America; Miss Merrill of Atlanta, vice-president; and Margaret Haley of Chicago.

**Paul Pitman**, Big Brother of KPO, and **Mrs. Eugenia West Jones** of Los Angeles, a vice-president of N. E. A., were introduced.

**A**T the close of the breakfast Mr. Givens called a business meeting of the California delegation. On motion of Bernice Baxter, seconded by F. A. Henderson, Mrs. Georgia B. Parsons of Los Angeles was selected as a member of the Resolutions Committee. On motion of Mabel Ellis, seconded by Superintendent Elmer Cave, Curtis E. Warren of Marysville was selected for the Necrology Committee. On motion of Mrs. Jones, seconded by Gilbert M. Deere of San Diego, Harry Hansell of San Francisco was placed upon the Credentials Committee.

The State Executive Secretary then took charge of the meeting and on motion of Superintendent Gwinn, seconded by Albert M. Shaw of Los Angeles, Willard E. Givens was unanimously re-elected as California's nominee for the state directorship. Miss Ione Kirk of Los Angeles nominated Mrs. Eugenia West Jones for vice-president. Edgar Muller of Oakland seconded the nomination. No further business

appearing Mr. Givens declared the meeting closed.

Wednesday noon the California delegation accepted the invitation of the Cincinnati Classroom Teachers to be their guests at luncheon at the Hotel Deshler-Wallick. Over 200 were in attendance. Miss Margaret Marple, president of the Cincinnati Teachers Association, presided in a most charming manner and called on Dr. Gwinn and Mr. Givens for remarks.

### A Tour of the Columbus Region

At 2 o'clock the North High School teachers of Columbus assumed the role of host and took the Californians on a 75-mile trip around Columbus and its environs. Several colleges and universities were visited. The party was under the direction of Earl D. Mayer of the faculty. At 6 o'clock in the high school a wonderful banquet, consisting of fried chicken and everything that should go with it, was enjoyed.

Charles D. Everett, the principal of the school, who has been connected with the Columbus City Schools for the past 49 years, presided. Musical selections were given by members of the faculty and by the California delegates. Mr. Everett then expressed his hope that his guests had enjoyed the day and called upon Mr. Gwinn for a few remarks. After a pleasing talk by our San Francisco superintendent the meeting was adjourned.

The California stunt this year was the most spectacular ever attempted by the delegates from the Golden State, all of them being brilliantly dressed in Mexican costume. The stunt included two solos by Mildred Wickersham of Los Angeles. Miss Wickersham was in the costume of a Spanish senorita of old Mexican-California days. Her solos, which were exceptionally well rendered, were followed by a Spanish fandango danced by a young lady of great ability and charm. These were followed by "Hail, California" and "California's Calling You". As the latter was being sung, a big banner inviting N. E. A. to Los Angeles in 1931 was exhibited and received great applause.

Thousands of California poppies were distributed, and through the courtesy of Harry H. Main of the Los Angeles Chamber of Commerce 4000 Sunkist oranges were distributed to the delegates.

Throughout the trip Lucille Derr of Los Angeles presided most charmingly at the piano while Mabel Ellis, who was leader of the singing last year, also had charge this year. These two ladies were quite largely responsible

for the success of the stunt, which was the inspiration of Mrs. E. W. Jones of Los Angeles.

**A**T the meeting of the state directors, **Los Angeles** was chosen as the meeting place of the **N. E. A. for 1931**. Denver, through its superintendent, A. L. Threlkeld, and state executive secretary, William B. Mooney, put up a hard but clean-fought battle for the meeting-place next year. Colorado was a worthy contender. It is to be hoped the next time they are desirous of securing the convention, that California delegates will rally to their support.

The following Californians gave addresses during section meetings of the convention: Mrs. Hugh D. Bradford, J. M. Gwinn, Christine Jacobsen and Alexander J. Mueller.

**Miriam D. Eisner**, who has been regional director of the Classroom Teachers of America for the past three years, was unanimously elected president of the organization. This is the largest affiliated group connected with the National Education Association. Miss Eisner received the congratulations of all of her friends from California as well as those who had known her in her work for her elevation to this honored position.

Miss Eisner is the second Californian to be elected this year to the presidency of an N. E. A. group, **Louis E. Plummer**, principal of the Fullerton High School, having been elected at Atlantic City, to the presidency of the N. E. A. Department of Secondary School Principals.

**Mrs. Eugenia West Jones** of Los Angeles, who is a member of the Board of Directors of the California Teachers Association, was re-elected as one of the eleven vice-presidents of the N. E. A. Mrs. Jones' election is particularly timely as she is a personal friend of Dr. Willis E. Sutton of Atlanta, Georgia, who was chosen to preside over the destiny of N. E. A. for 1931.

As to the meetings themselves, Miss Pyrtle is to be congratulated upon having put over a very interesting session of the delegate assembly. Willard E. Givens of Oakland was the only one from our state on the general program. His address on Thursday night was one of the outstanding messages of the convention.

Three of the best speeches at the general sessions were made by the women. Judge Florence Allen of Cleveland, Honorable Ruth Bryan Owen, representative in Congress from Florida, and Florence Hale, supervisor of rural education, State of Maine, gave speeches which were excellent.

**The big pageant** on Monday night showed that great pains were taken by the people of Columbus to prepare a historical program which would

be of interest and educational value to all in attendance. The patriotic exercises on the morning of the Fourth of July featured a flag drill by several thousand children of the Columbus schools. The address of the morning was made by John H. Finley, educator and publicist of New York.

**T**HE following is a list of the Californians who registered at the convention:

Alice M. Abbott	Carol Hansell
Marguerite Allen	Louise Hansell
Helen Avey	Vera Hawkins
E. J. Alling	E. Nancy Haynor
Mr. and Mrs. Alfred E. Baker	Mary Frances Helen
A. L. Barker	Frances E. Harden
Carl E. Bash	Frank A. Henderson
Bernice Baxter	Marion Henderson
Louise Beyer	Margaret Heuer
Anna Biesen	Mr. and Mrs. Earl W. Hill
G. K. Bingham	Patricia Hill
Alma Blake	A. D. Hoenshel
Helen Goss Boehmke	C. E. Holen
Ethel M. Briant	Lou Emily Hornaday
Alta V. Brierton	Sarah A. Hunt
Robert Brierton	Helen E. Hurst
Edith Imogene Brown	Parke S. Hyde
George E. Browne	Agnes Isaacs
Georgiana K. Browne	Manuel J. Jacobs
E. Dixon Bristow	Christine Jacobsen
Norine Buchanan	Mary James
Mr. and Mrs. Buchanan	Margaret Johnston
F. L. Carrier	Eugenia West Jones
Stuart Carrier	Caroline Lucy Judd
F. R. Cauch	Mary E. Keegan
Elmer L. Cave	Viola Kelley
M. W. Chandler	Glenn Kieffer
Emil K. Clark	Lorene Killey
Roy W. Cloud	Ione Kirk
Beulah Coward	Florance P. Koontz
Ethel B. Craig	E. W. Kottinger
Milton S. Cox	Coralie N. Kenfield
John A. Cranston	Mary L. Lamb
Mrs. John A. Cranston	Ruth S. LeBlanc
Myrtle G. Cromwell	Fanny Myrtle Leasure
Clara Crompton	Floyd J. Leasure
Grace M. Davis	Samuel E. Loose
Laura D. Davis	W. H. Lowry
Gilbert D. Deere	William O. Lundberg
Lucile Derr	Hortense A. MacKeever
Fleuriette Dowdell	V. P. Maher
Mattie C. Edmonds	Kate Mark
O. L. Edwards	Mary E. Mark
Miriam D. Eisner	Anna Mayes
W. Fred Ellis	May R. McCardle
Mabel R. Ellis	Mr. and Mrs. S. W. McConnell
Evelyn E. Esgate	George J. McDonald
Jessie V. Farr	Mary F. McDonald
Mrs. Adelaide Fisk	William R. McNair
Lillian Fuller	Eva E. Meline
Willard E. Givens	Virginia Meline
Minnie M. Gray	Warren O. Mendenhall
Sabra Greenhalgh	Pauline Merchant
Paul E. Gustafson	G. H. Meredith
J. M. Gwinn	Clara Mierswa
Lillian Hagopian	E. J. Miller
Hattie May Hammat	Mary Rogers Miller
Howard J. Hanna	Adaline Millikin
Mr. and Mrs. Harry G. Hansell	Katharine Millikin

Calla Monlux  
Charles B. Moore  
E. Kathryn Morrison  
Mrs. Elizabeth Moynes  
Alexander J. Mueller  
Edgar E. Muller  
Florence Neuhart  
Bessie D. Olson  
Oscar H. Olson  
Georgia B. Parsons  
Mr. and Mrs. Jay E.  
Partridge  
Paul Pitman  
Clara Plantz  
Raymond E. Pollich

Mabel E. Pringle  
Lucy H. Purdum  
Margaret Purdum  
Margaret Rankins  
Vivian Raybold  
Charles Edmond Reuter  
Howard J. Rice  
Mary G. Rinehart  
Frances E. Rounds  
Lutie Ruch  
Ethel D. Ruff  
Cora Rusling  
Jane A. Ryan  
Mary Sample  
Elsie M. Schou

Esther A. Scott  
A. T. Smith  
Claude L. Shackelford  
Maude R. Shackelford  
Harry M. Shafer  
Albert M. Shaw  
Mrs. M. R. Shotwell  
Caroline E. Shotwell  
Esther Smoot  
Robert W. Spangler  
Inez M. Staker  
Thad W. Stevens  
F. L. Thurston  
Thelma Thurston  
Arie Gray Tillett

Edith Turner  
Walter E. Ulrici  
Maude M. Wallace  
Violet R. Ward  
Mr. and Mrs. Curtis  
Warren  
Fred W. Wetmore  
Mildred Wickersheim  
M. Belle Williams  
Alice Wilson  
Mabelle Wilson  
Ada V. Withrew  
El Doris Wood  
Louise H. Young  
Rose G. Zeucher

## A Project in Vocational Civics

VIRGINIA MELINE, *Social Science Instructor*  
Hamilton Junior High School, San Francisco

**T**HE project, "Vocations Advertised," was devised and applied in a High Nine Grade by the instructor, with a view of making the forty students familiar with the complexities involved in choosing wisely their life vocations.

Each child selected a different skilled and unskilled occupation; thus eighty vocations received intensive study.

**Source material and information** were secured from the public library, newspapers, periodicals, publications from several of the departments at Washington, interviews, personal investigations, and correspondence. The pupils themselves, out of their interests and experienced, exchanged much valuable vocational information during the class discussion.

The classroom virtually became a "workshop," in organizing the materials and information secured in preparation for a special day in which the vocations were advertised.

For this day, the classroom was elaborately decorated with vocational advertisements as 116 banners were hung across the room, 245 letters, 31 posters and 35 pamphlets were placed on the walls, while booths representing the magazine, newspaper, food, jewelry, photography, building, dressmaking, airplane, and radio industries were placed throughout the room.

**The program presented consisted of the following:**

*The child who wished to be teacher presided over a literary program presented at her school, thus she called for a number of exercises to which her pupils responded.*

*At a farmers institute, the apiarist, dairyman, viticulturist, and farmer gave talks.*

*An actual demonstration on "How to Make Salads" was given by the home demonstration agent.*

*Correct methods for making several first aid bandages and a method of resuscitation were shown by the nurse.*

*A play entitled, "Selling Your Ability", represented the theatrical vocations. In addition to this, the motion picture operator explained operating his machine.*

*The airplane mechanic gave a very inspiring talk on the various materials used for airplanes. During his talk the pilot kept two model airplanes flying above the banner display.*

*Criticisms on the letters written (copies were saved) and received by the class members helped to explain the commercial industries.*

*The Profession of Law was represented by a debate.*

At the conclusion of these exercises, the visitors were given time to inspect the booths. Here were found persons well versed in the occupations they represented.

### What They Were Doing in 1945

The program was concluded with brief remarks from the class instructor, in which she read a letter written by one of the pupils which told how all the former members of the class were well employed in 1945.

*This project proved a source of joy to the children and gave them much information of permanent value with reference to work in general, a number of analyses of certain occupations, biographical sketches, and other facts which aided them to not only do well their own but to help others do their share of the world's work.*

## The First Week of School

MRS. MYRTLE HARNLY-HENNING, *Lodi*

**D**URING the first week of school, children should have many long recesses and should begin the term's work by getting acquainted with their school-mates and teachers in a friendly sociable way.

It is necessary in the opening week of school for children to readjust themselves to a changed environment. All summer they have been free to run and play outside nearly the entire day. When school begins they must sit still at their desks five or six hours every day with only a few short recesses; also their work in the school is likely to be tedious and often teachers are so exacting or stern that many pupils are nervous and scared.

For some little children even getting acquainted with a new teacher is a nervous strain that reacts on their general health. Then, also, they must use their eyes continually in school for such close work as reading, writing, and drawing. If there is even a slight defect of vision, digestive troubles or headaches are likely to result.

After a few days of such unusual conditions many children develop biliousness or colds, and some are sick enough to be absent from school. All this may be avoided by the teacher's thoughtful care. Children should be kept contented and happy in school.

They would probably be glad to go on short excursions to such places as factories, stores, canneries, or packing-sheds near their schools, or to go to the fields and parks for wild flowers or to study the plant and bird life.

This would help to give the required amount of exercise and lead to comradeship and friendliness between teachers and pupils and also keep the children in touch with their natural vacation environment.

\* \* \*

## Successful Parent-Teacher Unit

ALITA B. DARBY, *Turlock*

**N**OTHING is more helpful to a school than a Parent-Teachers Association which is truly representative of its name. In some instances the organization does not co-operate with the school, becoming a purely parental function. Again, school problems may be over-emphasized, pushing into the background parent problems. Upon the maintenance of a balance between parent and teacher problems, depends

the degree of success which such an organization may attain.

Turlock is especially fortunate in possessing a live, well-balanced organization which has shown much interest in school affairs; having financed the entire exhibit of arts and crafts from the local schools for the 1929 State Fair, framed a number of large pictures for class-room use, and made it possible to organize classes in adult education under the leadership of an excellent instructor.

At present the association is conducting the school cafeteria, as well as sponsoring a Girl Scout movement in the schools. Under its auspices, the members have put on a number of "visit-our-schools" contests which have made the parents more interested in the children's school work, and greatly increased the membership of the association.

Parents as well as teachers have derived much benefit from the monthly programs which have consisted of demonstrations of school activities, of music, of discussions of home and school problems, or of a worthwhile message from outside speakers. Recently parents and teachers have enjoyed discussing the topic of "Problem Parents."

Various members have given five-minute talks on such subjects as: "Parents Who Tempt Children to Deceive", "Parents Who Scold", "Parents Who Play Upon Children's Heartstrings", "Parents Who Become Slaves to Their Children", "Inconsistent Parents", "Parents Who Disagree Before Their Children", and "Self-Improvement of Problem Parents".

After these talks, groups have been formed for the purpose of discussing the following subjects: "The Best Vacation Influences", "A House for Children or Adults", and "How and How Much Parents Should Assist with Home Studies".

Much enthusiasm and interest have been in evidence at these meetings. No little credit for the success of the association is due to excellent leadership and to the fact that the local teachers are all members who endeavor to attend every meeting.

\* \* \*

**Huntington Park Educational Club** completed a successful year and elected officers for this school-year as follows: **Luella Smith**, president; **Paul V. Webb**, vice-president; **Mabel Mattoon**, secretary and treasurer; **Thomas V. Quanton**, sergeant-at-arms.

The club holds a dinner meeting once a month, alternating its programs between a study of school questions led by local program leaders and addresses by speakers from outside the city.—Arthur E. Paine, Opportunity School.



## The Girls' League--What Dividends Does It Pay?

MARY ALICE AUSTIN, *Dean of Girls, Huntington Park Union High School*

HOPE'S name seemed a misnomer that morning, as she and her parents sat in consultation with the dean of girls. Protracted loss of sleep and appetite and constant weeping made a serious nervous breakdown seem imminent, but a physician's diagnosis had revealed no organic weakness. Evidently Hope was a mental hygiene case.

What could be done? A radical change of program brought some relief, but more effective help was at hand—the Girls League. Hope was encouraged to enroll in the office committee, a progressive group of sixty girls with the slogan, "No matter how hard the task, we must come through."

During the semester Hope "came through" to a new interest in life, to success in studies, to rosy cheeks and vivacity.

The committee, organized for the development of the girls in group morale, in self-government and self-expression, had taken Hope through her mental confusion and had brought her into right thinking, a vital source of mental and physical health.

Our Girls League thus uplifts the individual girl as well as the group. Further, it purposes the unification of our group of 1150 girls in the accomplishment of worthwhile, character-building activities which have the key-note of service.

A cabinet of five officers and sixteen committee chairmen project a program which affects nearly every phase of our school life. Committees ranging in membership from 20 to 65, and totaling 450 girls, include, when it is possible, an equal number of freshmen, sophomores, juniors, and seniors.

Although a faculty woman sponsors each committee, she does not do the work; instead she encourages the girls to assume responsibility, so that they may learn by experience.

Great preparations had been made for the annual Mother-Daughter Supper. The large cafeteria had been transformed into a bower of beauty by a design committee, ably assisted by the poster committee, who had arranged wall decorations. The hos-

pitality committee had set the long tables.

An unusually attractive program arranged by the program committee had a personnel of girls and talented mothers heretofore not presented on a program; hidden talent had been discovered by steady search. The finance committee, which had prepared and sold the tickets, would shortly find the balance on the League books.

Announcements and boosts had been given at the last League meeting by the announcement committee. The bulletin-board committee had advertised on the League bulletin-board. That afternoon, the school service committee, assisted by the flower committee, had decorated the corridors where guests were to be received, and now they were assisting in the cloak-rooms.

In the great crowd gathering there were many girls who wore hostess badges; these were the social committee, assisted by the welfare committee, and the Big and Little Sister committee. A whistle announced the time for the group to form in line and proceed to the cafeteria.

Could these young girls manage successfully a crowd of 500 people? The office committee, dressed as pages, carried off the affair so splendidly that many exclaimed, "Everything here moves so easily! What organization!"

After dinner, the same office committee formed the girls into a living lane through which the procession of proud and happy mothers passed to the auditorium. Who can reckon the actual personal development for the many girls who carried the responsibility of the successful evening?

EVERY worthwhile life is thoughtful of others. At Easter, the flower committee secured blossoming pansies, planted them in tiny pots decorated with fluted paper ruffles, and placed them in the offices of administrators and heads of departments.

Their Easter greetings were expressed by original verses written by committee members. The philanthropic committee also were busy at Easter, for they had planned a party with a program including an Easter egg hunt for the



The children of a California rural school. In the background is the school building, of attractive Spanish style, with tile roof.



Booth Orphanage. Which were happier—the orphan children or the committee?

A summary of the year's work of all committees showed a remarkable variety of groups touched: new girls in school, the sick and the sad, the needy and the friendless, and the students as a whole, teachers, athletic teams, mothers, and even the janitors.

Adolescent girls, especially, need development in ability to analyze and solve problems, to hold to right standards. In a recent cabinet meeting, discussion of a controversial subject arose toward the close of the hour.

Animated arguments pro and con had been given. Finally silence fell, to be broken at last by the president. "Girls," she said, "I have been thinking a lot since last summer. I believe the time has come when we must consider the welfare of our whole group of girls of greater importance than our own selfish wishes."

The key-note of life's greatest problem thus struck, the group disbanded, leaving the dean to pursue her afternoon tasks joyfully.

*Are not life-values like these the dividends which we as educators desire to see our girls accumulate?*

\* \* \*

## A County Curriculum Project

HARRY W. BESSAC

*County Superintendent of Schools, Stockton*

**A**LL the teachers in San Joaquin County in the schools under rural supervision, and committees from some of the larger school units, have been working for the past school year on a "Course-of-Study in Oral and Written Composition".

The initial steps were taken a year ago when the teachers met by grades to discuss the principles of composition set forth by Sheridan, in his revised manual "Speaking and Writing English". In the fall after the schools were well started the teachers designated the grade-group in which they would prefer to work. Chairmen were appointed for grades and sections and the study began.

Three general meetings were held at which the course-of-study as a whole was considered. The purposes of a good course-of-study, the content, and general organization were discussed.

The teachers then met in grade-groups and formulated specific outcomes for each grade, which were afterwards sent to the section chairmen for refinement and further organization.

The third phase of the work consisted in collecting and organizing activities by which the outcomes might be realized. This part of the

work, though not so difficult as the work on the outcomes, has consumed a great deal of time.

Every teacher in the country (outside of Stockton) has had the opportunity to contribute "her bit". The result has been most gratifying. Those teachers acting as chairmen have received the greatest benefit because they have done the most work, as is usually the case in such matters, but all who took part have experienced considerable growth. No other project undertaken in this county has yielded such rich returns.

The work has been particularly difficult to carry on, as it was the first of its kind ever attempted in this county. Few of our teachers had ever taken part in a similar project, but all were eager to produce a piece of work having real merit.

There were many obstacles in the way and much to be overcome, but the hours of hard work that were given freely, the fine spirit of those who carried the project along to its successful completion, have given ample proof that nothing is impossible in the rural schools of California.

It is an inspiring experience to work with a group of such teachers who are willing to spend long hours after the usual day's work is done, trying to evolve something which they hope may be the means of aiding them to carry on their work more efficiently.

The main project is nearing completion. We hope the course will be considered good enough by the County Board of Education to be adopted by them for the county.

If anyone wishes to start on a real job, one which will show the loyalty of teachers to a worthy cause, and the splendid spirit with which they can put through a difficult piece of work, launch a curriculum project.

\* \* \*

## California Hills

EULALA COLYN

*Wasco Union High School*

**L**OW-LYING, California hills,  
Now basking in the summer sun,  
Your sleep is countless ages long—  
A rest that's only just begun.

With long, bare arms out-flung, now still,  
You tan beneath the Southern skies;  
All earth is your secluded couch,  
And quietly your body lies.

Your back is rough with rugged trees—  
Protective quills like porcupine—  
Yet softly draped with purple veils,  
All patterned o'er in white design.

We leave the work of little men  
And gaze on you with envious eye;  
And then refreshed by slumbering strength  
For tasks of life, we pass you by.

# Play Day in a California High School

MARJORIE CAMPBELL, *Instructor of Physical Education*  
*San Bernardino Senior High School*

**H**AVING had difficulty in finding material when faced with the problem of staging a Play Day, I am giving an account of the preparation and of the day itself, hoping it may aid others faced with a similar problem.

The Play Day was scheduled for November 21, at the San Bernardino Senior High School. The Girls Athletic Association, acting as hostess, sent out invitations early in October to Redlands, Riverside, Pomona, and Chaffey Union High Schools, requesting each school to bring 30 girls for sports and four for tennis, a total of 34 from each school. The invitations gave the time and place of registration, program, sports to be played, as well as information regarding lunch. Everyone of the schools accepted the invitations.

We appointed the following committees: reception, registration, field and equipment, squad leaders, lunch, and entertainment. In preparation for the day, each committee held several meetings and made the following plans.

The reception committee arranged for two girls to meet each school upon arrival, escort the guests to the registration desk, and then take them to a check room in the main building where extra coats, etc., were to be left, then to the field.

The registration committee prepared a large sheet of cardboard for the names of the guests. This was divided into sixteen columns as we intended to have that number of squads. Additional space was provided upon the registration sheet for tennis players, visiting faculty, referees and guests.

The field and equipment committee prepared diagrams of the playing fields and turned them in to our principal ten days before the date set, and checked necessary balls, etc.

The squad leaders made ten sets of numerals from 1-16 inclusive, painting them on red cambric with black poster paint. These were nine inches square and each had three pins by which they were fastened to the front of the player's middy. The committee also made arrangements for the printing of "Howdy" cards—heavy paper 6 by 14 inches, folded once, longways, making a booklet 6 by 7 inches. Printed on the outside was "Howdy", "My name is.....", "My school is.....", "I played with....." and below this were lines for signatures.

The lunch committee interviewed the head of

the Domestic Science Department and made all arrangements for the box lunches to be sold to the players.

The entertainment committee planned a short program to be given after luncheon hour.

The day before Play Day the fields were marked, balls pumped, and 16 stakes set into the ground at one end of the main field. These had large numbers on them from 1-16 inclusive. The various courts were numbered and final checking was made of all committees.

Play Day was a beautiful California day and just warm enough. As the guests arrived they were met by the girls appointed by the reception committee and were escorted to the registration desk where they were given their squad numbers; two girls from each school going in each squad.

The tennis players were not given numbers but each wore her school colors. The "Howdy" cards were given out, and autographs collected. Registration was completed at 9:45 a. m., and all players went to the field where the Posture Parade was held. Each school marched as a unit.

## Squad Leaders and Games

After the judges had made their decision, a bugle was blown, and the members of each squad lined up behind the stake bearing their number. Here the squad leaders took charge of the groups and, at the starting signal, escorted the group to their first game. Each leader had a card which bore her schedule, for example, the card of squad leader number one read:

1. Speed-ball—grass field, west goal.
2. Volley-ball—court 1, north side of net.
3. Basket-ball—court 1, north goal.
4. Hit-pin baseball—court 2, at bat.

At the end of 15 minutes the bugle was sounded and the squads were re-assembled. The president of the Girls Athletic Association obtained from each squad leader the record of her squad in the sport preceding the line-up. Two points were given for winning, one each for a tie, five to the squad in line first.

After this the groups were led to the second sport. This continued until each squad had played each of the four games, meeting a different squad for opponents each time. During this time the tennis matches were being played on the courts.

At noon a box luncheon was served to the

girls at a cost of 25 cents each, while the faculty and referees were served at tables in the cafeteria where an informal meeting was held. At 1 o'clock a short program was given, and announcements were made of the winners in the Posture Parade and of the winning squad in the games.

There were eight games being played simultaneously, two each of speed-ball, basket-ball, hit-pin baseball, and volley ball, as well as tennis matches. Girls majoring in physical education at the San Bernardino Valley Union Junior College acted as referees.

#### Program

9:00-9:45—Registration in Main hall of the Administration building.  
9:45-10:15—Posture parade.  
10:15-11:45—Games.  
11:45-1:00—Rest and Lunch.  
1:00-2:00—Program.

#### Statistics

Participants in games.....	160
Participants in tennis.....	20
Referees .....	8
Visiting faculty.....	14
Guests .....	30
Cost to G. A. A.....	\$18.00

\* \* \*

## El Monte Way

IANTHA A. COOKE

*Washington School, San Leandro*

**E**L MONTE WAY, El Monte Way"

'Tis a siren sings through the summer day;  
She sings of the mountain and sings of the vale,  
And sings of an upward-winding trail;

She sings of the snow-fields that greet the dawn,  
Of the glacial lakes where the fishes spawn;  
Of sequoias grim in their ancient pride,  
Of gorges deep and canyons wide;

Of the upland meadows hidden there,  
Where the aspen quakes in the crystal air;  
Where the balsam drips and the lilies bloom,  
And the violet sheds its faint perfume.

She sings a song of the hunter bold  
Who dared its perils in days of old;  
Of the Indian brave and his stolid mate,  
Of the vanished tribes and their tragic fate;

She sings of the eves when a Mission's chime  
Rang sweet and clear in a softer clime;  
Of the dusky acolytes kneeling near—  
But no padre builded Mission here;  
No priestly train in a bygone day  
E'er toiled o'er thee, El Monte Way.

## A Beauty School

*Adult Education Carried on by Agricultural Departments in California High Schools*

R. W. GUILFORD, *Director of Vocational Agriculture, Orland High School*

**C**ALIFORNIA high schools are encouraged to engage in adult education by aid from state and county school funds. For every unit of average daily attendance or major fraction thereof of the state will give \$80 and the county \$40 in lump sums from the unapportioned school funds, in addition to the regular apportionments as in the regular day school. Engaging in evening-school work with adults, therefore, is good business procedure on the part of the school.

Of more importance, however, to the particular school engaging in this phase of education is the good-will and friendly feeling promoted in the community by this splendid contact between members of the high school faculty and the adults in the community. It makes of the high school a real service institution. Courses in poultry husbandry, dairying, landscape gardening and others are being offered in many schools.

At the Orland High School, for the first time in many years, an evening school was offered in **Landscape Gardening** this past spring. It was tried out as an experiment, to see if the community would make use of the school in this way. The response was gratifying and showed conclusively that grown-ups are anxious to continue their education.

Six evening meetings were held in February and March, each meeting lasting for a period of two hours and the last night meeting was followed by an all-day field-trip on Saturday. The attendance at the night meetings averaged 44.5 per meeting, and 33 took the all-day field trip.

\* \* \*

The **South Pasadena School District**, of which George C. Bush is superintendent, has just issued a splendidly printed bulletin, covering the work of the South Pasadena Junior High School from 1928 to 1930. It also sets forth the aims and desired accomplishments of this school. A beautiful picture of the new junior high school is used as the frontispiece.

The book was written by G. Derwood Baker, principal of the school. All of the composition, arrangement, press work and binding were done by the students in the printing department of the junior high. It shows that a wonderfully fine line of work is being done in this school. Mr. Baker and Mr. Bush are to be complimented upon the excellence of the bulletin.—Roy W. Cloud.

## A New Three-Track System

A. G. RINN, *Regional Supervisor*  
*State Teachers College, Chico*

**P**RINCETON HIGH SCHOOL, under the principalship of H. B. Long, is trying out a program of educational procedure which seems to hold a great deal of promise. This new plan is an attempt to equalize the effort of students according to their ability and is a distinct departure from that in common vogue in which every student in a particular class is expected to make equal progress and attain equal attainments regardless of the students ability.

It sets up three levels of educational progress, one, two and three. Each student is allowed to select the level at which he wishes to work and is not placed according to his I. Q. although tests are used to assist the student in placing himself. He is allowed to change from one level to another when he feels that he is being handicapped in the level he at first chose.

The work is divided up into units and taught on the individual instruction plan. An example from a course in News-writing will suffice:

### Course of Study for Use in News-writing (English IV)

*Aim: To form habits of accuracy, clearness, and conciseness in writing and to publish the school paper.*

*Text: Harrington, Writing for Print.*

#### Level Three

The student acts as reporter and fills his "run" with each publication of the school paper. He fulfills the minimum requirement in textbook work—reads the particular chapter based on a certain unit studied during a particular period—: submits newspaper illustrations; makes contributions to the bulletin board, etc., in connection with assignments; takes part in staff meetings; reports once each week to a current event topic or from one of the school's exchanges.

#### Level Two

In addition to requirements in Level Three, the student serves as a responsible member of the staff, keeps an illustrative note-book in connection with the course, reads from additional references when possible, and makes a report once during the semester on some newspaper, book, biography, etc.

#### Level One

A student in Level One does some additional creative writing not necessarily for the paper, **or** does some additional work in connection with the publication of the paper, **or** does additional reading, not necessarily in connection with journalism, **or** participates in interscholastic contests, **or** makes a semesters study of some phase of journalism.

An effort is made to keep the student busy 100 per cent of the time doing work he is capable of doing. The fast worker may go ahead as rapidly as he pleases and does as much as he pleases after the fundamentals of a particular unit have been mastered.

Each class is represented on a chart graph which shows where each student is in his work at all times, thereby stimulating student effort.

Grades show the level in which the student is working and the quality of work being done there. The levels are denoted by 1, 2 and 3, and the quality of work by A, B, C, D, and F. The first four being passing grades and F a failure. Designations A1, A2, and B2 are college recommending.

Principal Long says the system seems to be

working splendidly. Results thus far noted may be listed as follows:

1. Teachers and students seem to like it.
2. The teacher must be master of his subject before undertaking it.
3. Students seem to apply themselves better than under the old system.
4. There are more students on the honor roll than formerly.
5. There are fewer failures.
6. More ground is covered.
7. Students work harder.

The principal invites inspection and criticism of his system. Considerable effort has been expended in inaugurating it in an attempt to find something better than the old-fashioned program.



## Boys

### *An August Reverie*

MAE H. NAEGALI, *San Diego*

**D**O you remember school in June-time?  
Warming days and lawless chatter,  
Restless fidgeting, disquiet,  
Loos'd steel gratings (wrenched by swinging),  
Crumbling, chipped and cracking concrete;  
Dusty, sweaty, wild stampeding  
Into corridors and class-rooms,—  
Slamming locker-doors and bumping,  
Shuffling, wrestling, wrangling, jumping,  
Punching, pinching, squabbling, thumping  
Scuffling,—feigned innocence;—  
Nudges;—"Teacher!—ssh!—Now cut it!"

Chalk-jammed inkwells, paper wudges,  
Gum-stuck seats and pointless pencils,  
Splintered useless chewed pen-holders,—  
Darts and weapons more barbaric;  
Too-late tears o'er ill-got lessons,  
Arguments, excuses, tantrums;  
Clang of gongs; then pandemonium!  
Running, stamping, pushing, shoving,  
Bursting forth with yells and whistling.  
Who would quell that imp-fraught riot?  
Freedom! joy! two months' vacation!

Silence. Stillness. Breeze of summer  
Sways the rustling palm leaves gently;  
Grass sprouts up on worn-down corners,  
Shrubs, new-branched, reach to the sunshine;  
Birds flit through a gaping transom  
Building nests on high old cupboards;  
Blackboards washed, inkwells emptied;  
Walls and floors now spotless, shining;  
Desks new-varnished; books all mended—  
(Stately files of Wisdom cornered!)  
Shutters dropped fill rooms with gloom'ness  
As if Death stalked, groping, through them;  
Long halls, bare, resound and echo  
Back the clasp of closing portal.

### L'Envoi

So Time paces growth toward Manhood;  
Cycles spin their ordered ways;  
Nerves, once shattered, mend and strengthen;  
Hope speeds on toward brighter days.

Vague of knowledge, ever searching  
New experiences to try,—  
Heedless, careless, swift to venture,  
Oft-rebellious human fry!

Youth and laughter! New life waking,  
Eager, hungry minds to love;

Bright eyes smiling, happy voices,—  
Childhood's trust,—and treasure trove!

Griefs forgotten, feuds forgiven;  
Fondest prayer of human ken:—  
God, lead us to guide their learning;  
Bless them! Here they come again!

\* \* \*

## Junior

IRENE WILDE, *Los Angeles*

**M**Y trousers reach down to my shoes,  
Which are quite new and number twos;  
And there's a crease in my hat crown  
To match that running up and down  
My trouser legs that have a "cuff"  
Around the bottom, sure enough.  
My vest has buttons down the front  
And pockets—why I have to hunt  
For things, perhaps an hour or so;  
It's very difficult, you know.  
My tie is striped with green and blue;  
My handkerchief is like that, too,  
Though very little of it shows  
Above the pocket, goodness knows.  
I think at Christmas I will get  
A cane or book of etiquette;  
My mother says that I must be  
"A little gentleman", you see—  
But can you tell me why it is  
At night I always dream of this:  
*That naked jungle boy Mowgli*  
*Shinnyng up a bamboo tree?*

\* \* \*

## Groves of Monterey

MARIE ORR

*San Luis Obispo County Teacher, Alliance*

**I**HAVE listened to the wind among the pines  
at Monterey,  
Felt the soothing of its singing,  
Rest complete my tired nerves bringing—  
Breathed the tangs of sea and land that in its  
ozone play.

I have seen the rain soft falling through the  
cypress' close array;  
Gently 'neath their dark tents sinking  
To the quick Earth's eager drinking—  
Seen the new life leaping fresh, in blade and leaf  
and spray.

Now, a sunshaft's slanting splendor, down the  
oaks by Carmel Way  
Streams from Heaven—a path of gold.  
Followed thou this path—of old,  
Father Serra, from thy chosen Groves of Mon-  
terey?



## Preparing the Room for Activity Work

GERALDINE DRAKE, *Teacher, Rural School, Ausaymas, San Benito County*

**A** PLACE to put materials, supplementary books, etc., is a problem confronting many teachers when beginning activity work. Many schoolrooms lack cupboard and shelf room which is a necessary part of the equipment, if successful activities are to be achieved.

We have prepared our room for activity work and have solved the "place to put things" problem in a practical way, with little expense.

We decided to place a row of orange-crates along one side of the room, to be used for cupboard and shelf room. An orange crate campaign followed. Eight children were able to each bring an orange-crate from home.

One mother asked her grocer to save orange-crates for her, after being told about the need (for orange-crates) by her fourth grade son. In about a week, she brought nine orange-crates to school. The crates, seventeen in all, were placed along one side of the room and painted by a committee of boys.

Painting is always an expensive problem but this particular painting job proved to be rather economical. One 50-cent can of varnish was purchased and thinned with kerosene brought by one child. This varnished about four boxes and proved that varnishing thirteen more boxes would be rather expensive.

All the cupboards in the school were searched in the hope of finding some "odds and ends" of paint. The search revealed half-a-pint of varnish, half-a-pint of brown paint, and several parts of cans of blue, orange, brown, yellow, red, white, green, and black paint. The half-pints of varnish and brown paint were thinned and used.

The colored "bits" of paint were mixed together until a shade of brown resulted and proved to be enough paint to finish the boxes. Only one coat of paint was used in painting the top, front edges, and inside boards of the boxes. There was no need of painting the side, back, or bottom boards, on the outside, as they could not be seen when placed against the wall.

Two squares of oilcloth were placed on the shelf and on the bottom board of each box. Several children brought old oilcloth from home; other pieces of oilcloth were found at school. Six yards of blue oilcloth (shelf width at  $12\frac{1}{2}$  c a yard) were purchased and placed as a runner along the tops of all the boxes.

Magazines (for pictures especially) and news-

papers (for paper-tearing, paste-trays, desk-covers, etc.,) are kept in some of the lower compartments of the orange-box cupboards. Other lower compartments contain bean-bags, hammers, wire, boxes of materials such as colored papers, blocks, sticks, glass, nails, cloth, needles and thread, etc. Several boxes contain arithmetic, and silent reading, seat work games and cards.

Silent readers are kept in four of the upper compartments. Things that the children are making in their activity work are kept in the remaining upper compartments; two children keep their things together in one of the divisions or compartments.

### A Happy Reading-Corner

Two fourth-grade girls made two pairs of book-ends by covering ordinary bricks with cretonne. One pair of book-ends is used on top of the orange-box cupboards and holds supplementary story-books adapted to the various reading abilities of all the children. Books are taken away and added, from time to time, for attracting the reading interest.

The other pair of book-ends is placed on the reading table and hold supplementary books on the subject around which the activity centers. (e. g. books about Eskimos, our recent activity.)

Our reading-table, also made from orange-crates, is in one corner of the room and has an oilcloth top and shelf covers. A six-foot bench is placed on two sides of the table, thus marking off a library or reading-corner. Children use the books on the reading-table for reference and leisure reading.

A bulletin-board made of brown burlap tacked to a lath framework hangs on one side of the room. This is always in use. Pictures, newspaper articles, and clippings, about the activity, are brought by the children and teacher, and placed on the bulletin-board.

There is also a sand-table in the room. This is a large wooden box about eight inches in depth and was painted by two boys.

This method of preparing our room for activity work is a "makeshift or temporary measure" as money for building cupboards, tables, etc., is not available at present. However, it has been a conservative, practical method, and has had an additional value in that it was a class-room activity carried on by the children.

## Social Science Projects

### In the Senior High School

ESTHER GODSHAW CLARKE

*Head of Social Science Department  
Fremont High School, Los Angeles*

**F**OR the high school student who has difficulty in both oral and written expression, the making of a project in connection with his study of history offers several opportunities. It enables him to convince himself that he is capable of **doing something** related to his study.

It is difficult for a teacher to understand the chagrin and disappointment of the type of student who **tries** yet cannot recite and fails every written exercise. The psychology of chronic failure is familiar to us.

The boy or girl whose reading ability is limited usually takes great pleasure in making something with his fingers. To give such a student an opportunity to express himself through a medium in which his more responsive class-mates can do little or nothing is to give him a chance to take just pride in himself and his craftsmanship.

It gives the student's class-mates a respect for his skill and counter-acts the effect of his failures upon them. Students are often harsh critics of class-mates, especially if the teacher fails to create the right atmosphere in regard to those who have difficulty in recitation. The making of a project arouses an interest which may carry over into renewed effort in study. "Nothing succeeds like success." New incentive to effort may produce unexpected results.

One of the things we find that a boy who has skill in lettering or mechanical drawing can do well is the copying of a chart or map which he could never originate.

An eleventh grade boy with a fifth-grade reading-ability made all the "stands" for the display of explanatory cards for the exhibit case in the sheet metal shop where he is a successful student. A girl who failed completely in class-work made a book of original paintings to show "Costume in America". Her best subjects were art and home economics.

Less frequently does a brilliant student make a project, although we have had students of artistic and scholastic ability make excellent plasticene models of Napoleon, Lincoln, Nelson's Monument, the Parthenon, etc. One made a metal model of the Monitor, complete with a revolving turret, guns, etc. Such students usually prefer to write essays and illustrate them with pictures, photographs or sketches.

It is surprising to see the interest taken by the

general student-body in the display of projects. They crowd around the case between periods and come into the Social Science Department Office to ask questions about the projects. The dimensions of the case are 5 feet by 6 feet by 16 inches, with sliding doors, provided with a lock. Three electric lights give illumination from above.

The making of an individual project never should be obligatory. In a class project every student should lend a hand but an individual project should be the voluntary expression of a student's interest and effort, and its creation should give him pleasure.

Below are listed some suggestions for projects for the various subjects in history in high school.

#### Ninth Grade

Mummy and mummy case  
Scrolls  
Sphinx  
Pyramids  
Clay tablets  
Wax tablets and stylus  
Phoenician galley  
Costumes (Egyptian, Grecian, Roman)  
Trajan's Column  
Forum  
Parthenon  
Battering-ram  
Catapult  
Taj Mahal

#### Tenth Grade

Feudal Knight, Lady, Crusader  
Mediaeval Castle  
Plaque of Napoleon, Dante, Bismarck, etc.  
Napoleon's Tomb  
Guillotine  
Boat models of various periods  
Models of spinning and weaving machinery  
Steam Engine

#### Eleventh Grade

Ships of various explorers  
Pioneer costumes  
Pioneer cabins and fort  
Virginia Plantation  
Model of Monitor  
Middle-West Farm House  
Civilian costumes of various periods  
Military costumes of various periods  
Evolution of transportation  
Evolution of farm machinery  
Model of a section of a canal lock system  
Spinning wheel  
Cotton-gin  
Airplane  
Plaques of Lincoln, Washington, etc.  
Liberty Bell

\* \* \*

**Mrs. Ina K. Dillon** of Fresno, president of the Central Section Kindergarten-Primary Association, has taken her place at the opening of school on the demonstration faculty of Fresno State College.

Mrs. Dillon has made an outstanding record in the field of primary education; her successful work has been noted in a previous issue of this journal.

## Outdoor Education

FREDERICK H. SHACKELFORD  
*Supervisor of Elementary Science  
 Pasadena City Schools*

**B**Y Outdoor Education is meant nature-study, gardening, and all other activities through which the children get better acquainted with the world in which they live.

In Pasadena not only do we try to teach the child about the things, living and inanimate, with which he constantly comes in contact, but also to give him an abiding interest in and love for that world of which he is himself a part.

It is not enough that a child should know how to plant a garden and understand the nature of the things that grow there; he should sense the mystery and beauty that lie back of all growing and living things, and other things of earth and sky.

We do not have an extensive system of school gardens in Pasadena. We do not have regular garden work for any particular grade, but whenever a desire and need for a garden grows out of any teaching situation, whether in the first grade or sixth grade, an attempt is made to supply teachers and children with the ground, tools, and other equipment necessary.

Aside from this, gardening is a part of the nature-study course. Every year thousands of children take part in some home project having to do with plants and animals. Any system of nature-study that ignores the growing of gardens and the caring for animals is faulty.

The desire to grow things and to keep and care for animals or pets is inherent in the hearts of practically all children, and given the proper encouragement will at some time assert itself. Children who at no time while growing up are given an opportunity to exercise this inborn desire are robbed of something

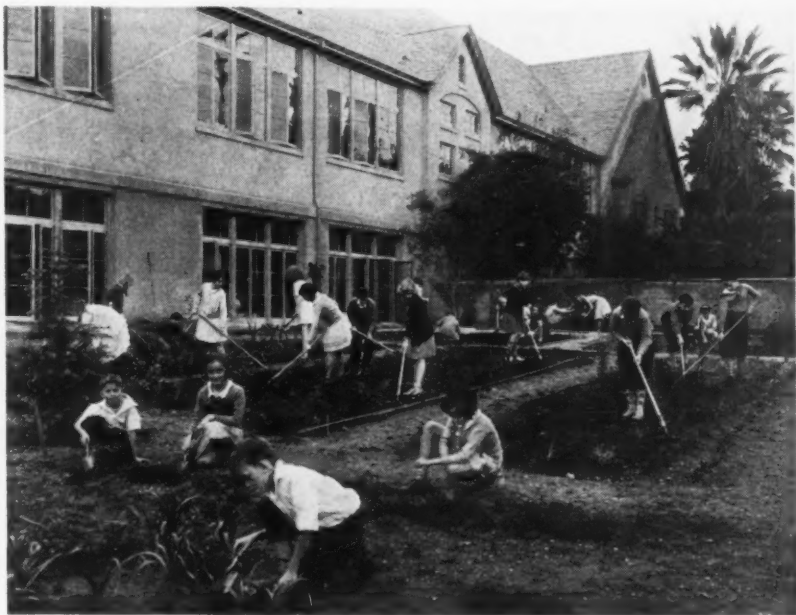
very vital in their growth and development.

Outdoor Education, if handled carefully, will almost go along on its own power. Eighty-five per cent of our pupils in the upper grades have "Nature Boxes", in which they keep their Nature collections. They do not keep them at school, but bring them once or twice each year for inspection or exhibit.

Many of these are marvelous in content and arrangement. In making these collections they get little or no help from teachers, except help of an inspirational character. What the child does, he does because he wants to, not because it is a part of his daily school lesson.

Few subjects carry over to the home as do these having to do with some outside activity. Because of the interest in the outdoors that is aroused in children through their work in elementary science, parents go to the desert, mountains, beaches, museums, and even to more distant points such as Yosemite and Sequoia National Park.

Many parents have voiced their approval of the work and have expressed regret that such opportunities were not available in schools when they grew up. One reason for this approval of this type of activity is because of its wholesome character, and that it may in a measure serve as an antidote for the less wholesome things that are so much a part of the life of every child these days. Outdoor Education offers splendid



A school-garden class at the Arroyo Seco School, Pasadena. The pupils developed this garden on a piece of unused ground adjacent to their classroom.

opportunities for training in health, character, and citizenship. Life in the open air, hiking, camping, gardening, and other like interests are healthful recreations. Keeping poultry, rabbits, or growing gardens teach thrift and industry. Studying about forest conservation, home and community beautification and other such things furnish lessons in citizenship.

Not only do they learn facts and acquire skills, but they learn much of the meaning and purposes of life, and sense something of the spiritual significance of the world of nature about them.

A few years ago I made a survey of the schools of California in order to learn to what extent nature-study and gardening were a part of the courses offered in the schools. The results were somewhat discouraging, as the courses of study in many of the schools made no mention of either of these subjects. I believe, however, if such a survey were to be made today the results would be quite different. Changing ideals in education have brought changes in curricular content. Outdoor activities such as nature-study and gardening are coming to assume more and more importance in the courses offered by well-organized school systems. In a state like California with its mountains, seashore, desert, national parks, big trees, and many other natural wonders and resources, its beautiful gardens, and its climate where a child may spend practically every day outdoors, nature-study and gardening are vital and necessary.

Around children everywhere are countless beautiful and wonderful things. The grass beneath their feet, the trees overhead, the fields



*A stalwart, handsome gardener and some of his crops*

and the streams, the sky and the air, hold much that is little known or understood.

It is our purpose in the Pasadena schools to put into the hands of children some of the keys to this treasure trove of the great outdoor world in order that they may know and enjoy the things they find there.

\* \* \*

**C. G. Bradford**, former principal of the Mariposa County Union High School, is now a member of the faculty in the Santa Monica Junior College.

\* \* \*

### Such a Man is Blessed

**A** SCHOOL trustee in San Mateo County died July 15. He had served as clerk of the district for 27 years. His name was Henry Steinberger.

He had the most important business position in his community and was required to serve long hours as general manager of his manufacturing concern. Notwithstanding the fact that he was a very busy man he most cheerfully gave additional time to school affairs.

He visited the teachers. He knew many of the children of the schools. He strove to secure the very best educational facilities for the boys and girls of the district.

There were many complaints brought to him during his long years of cheerful service and his only recompense was the knowledge that he was doing his duty.

Twenty-seven years is a long time for a busy executive to give, but Henry Steinberger gave it with a smile. He will long be remembered by the boys and girls of Redwood City—Roy W. Cloud.



*Planting a tree at the Andrew Jackson School, Pasadena, on Arbor Day. The tree was named in honor of Mr. Shackleford.*



# The New Calendar in California

MEREDITH N. STILES

*National Committee on Calendar Simplification, Rochester, New York*



INETEEN official or semi-official committees in as many countries, each with a representative for education, are now studying the question of calendar reform in preparation for the contemplated international discussion of the subject under the auspices of the League of Nations.

This discussion will be held at the League's fourth general conference on communication and transit, to be held in 1931, an assembly of government delegates with competent powers to draft treaties. Not only the reports of these national committees, but the resolutions of the national and international bodies which have advocated calendar reform, will be before the conference for consideration.

Among the latter is a resolution adopted last year at Geneva by the World Federation of Education Associations, which recites the defects of the present calendar and concludes:

"That the World Federation Educational Conference, assembled at Geneva, favors the calling of an international conference, at which religious, commercial, scientific and educational authorities would be represented to provide for the improvement of the calendar, and hopes . . . that such a conference will be assembled as soon as possible."

Among the plans for calendar reform that are being internationally studied is the 13-month fixed calendar, the plan so largely favored in the United States. This calendar divides the year into 13 equal months of four weeks each, and provides the important essential of fixity by giving the extra day beyond 52 weeks in each year a special name, such as "Year Day" and the quadrennial leap day the special name "Leap Day." The wandering date of Easter would also be fixed.

If this calendar were adopted:

(1) *Each month would consist of four weeks. The overlapping or broken weeks at month ends would be eliminated.*

(2) *The weeks would stop drifting through the months and the years. They would remain fixed.*

(3) *Each week day would be fixed to the same four recurring dates in each month.*

(4) *Holidays would be fixed to the same date and week day each year.*

The interest of education in calendar improvement, and particularly in the 13-month fixed calendar to replace the present irregular and variable time-measuring instrument, is founded on many good reasons, among them the following:

**A.** Under the present calendar, because the months vary in length and do not contain a whole number of weeks, "school months" have to be devised for the purposes of administration. These "school months," consisting of twenty teaching days, can never be coincident with the calendar month.

Nor can the "school weeks" in the "school months" constantly be coincident with the calendar weeks in the calendar months. The 13-month calendar, with four calendar weeks in each month, would make the "school month" unnecessary, and end the complication.

**B.** Under the present calendar the scholastic year cannot be fixed. The variations of the calendar, and especially the date of Easter, make it difficult to arrange scholastic calendars and curricula in harmony with it. The events

of the school or college year, such as Commencement and vacation periods, shift each year to different dates or days of the week. Pupils, parents, school officers, college authorities are obliged to make adjustments each year for the varying dates on which schools and colleges must open and close, and when vacations shall occur.

For example, Labor Day, on which the opening of most school years depends,

varies from September 1 to September 7. The shifting of the date of Christmas to different weeks constantly shifts the Christmas vacation, while, with the date of Easter varying over a period of 35 days, the variation of the Easter vacation is still more violent.

**C.** On the administrative and analytic sides of education, the irregularities of the present calendar have the same deceptive effect upon statistical data as in business. Since the months are unequal and therefore not comparable, they

California has gone strong for calendar reform. Many California educational societies have officially approved the proposed new 13-month calendar.

do not permit accuracy in comparative studies of scholastic work, financial expenditures, the economic reasons for non-attendance, and of educational trends.

D. Unnecessary time and effort by teacher, parent and pupil are wasted in teaching children the intricacies of the present calendar.

Testifying before the House Committee on Foreign Affairs at a hearing on calendar reform last year, Mr. Joy Elmer Morgan, editor of the *Journal of the National Education Association*, said:

"If we could adopt a calendar that would give us 13 months of equal length, it would mean in education that our children would have a calendar they could really master. They cannot master the present calendar. They have to refer to a printed calendar. That would be a great thing for learning because we have four million children who have to learn our system of weights and measures and the calendar."

"It would mean that our school month which has always been a four weeks month, our crude reckoning of days upon which the reports of the children have been based, would be harmonized with the general calendar month in use by the people.

"It would mean that in managing education, which is a great business, involving three billions of dollars expenditures, we could have comparable units of a given period this year with a given period last year, so that we could get the true facts of this great human business.

"It would mean that in the comparison of our statistics with statistics of other countries, we would have standards which would make those statistics more valuable."

**C**ALIFORNIA has gone strong for calendar reform. Out of 69 California chambers of commerce and trade associations which took part in the referendum on calendar reform conducted last year by the Chamber of Commerce of the United States, 43 returned affirmative votes.

Among those on the affirmative side were the Los Angeles, San Francisco, Oakland and San Diego Chambers of Commerce each entitled to 10 votes because of their size; the Sacramento Chamber with 7 votes, Pasadena with 6 and Stockton and Santa Paula with 4 each. The total of the California ballots cast was 145, of which 117, or 80 per cent, were in favor of improving the calendar.

Returns correspondingly favorable came from California in response to the inquiry also made last year by the National Committee on Calendar Simplification, among organizations representing other branches of activity, as well as business. Among education organizations which returned affirmative replies were the Cali-

fornia High School Principals Association, Kindergarten Primary Association, Scholarship Federation, Society for the Study of Secondary Education, State Federation of Teachers.

Among many ardent California advocates of a simplified calendar is Dr. W. W. Campbell, President of the University of California.

The Mutual Stores, Inc., a chain store system, and the Hearst Publications, Inc., are among numerous California concerns which have already adopted for interior business uses the 13-period calendar.

\* \* \*

## Northern Section Membership

**P**LUUMAS COUNTY (Mrs. V. L. Long, County Superintendent) has enrolled 63 in the C. T. A. for 1930—100 per cent. **Sutter County** (Mrs. Minnie M. Gray, County Superintendent) has 132 paid members—100 per cent. **El Dorado County** (E. J. Fitzgerald, County Superintendent) has 82 members—100 per cent.

The Northern Section boasts the largest membership in its history, many of the counties being close to the 100 per cent mark.—MRS. MINNIE M. GRAY, *Section Secretary, Yuba City.*

\* \* \*

## National Interest in Penmanship

**M**ISS LETA SEVERANCE HILES, director of penmanship in the Long Beach City Schools, is a member of the publicity committee for the National Association of Penmanship Teachers and Supervisors. She reports that in a recent national survey of teacher-training, the generous response to the questionnaire is evidence of the **demand for better handwriting** in the United States.

The overwhelming replies in the affirmative indicate that superintendents and principals of the United States favor:

1. That teacher-training colleges train all students, who are preparing to teach in the grades, in methods as well as in the execution of rapid, legible handwriting so that they may be qualified to teach handwriting.
2. That teacher-training colleges allow credit for an efficient course in methods and in the execution of rapid, legible handwriting.
3. That teacher-training colleges require all prospective **high school teachers** to take sufficient training in handwriting to enable them to write legibly on blackboards for the incidental study of students.

The national committee urges that teacher-training institutions of the United States offer courses of at least one semester in the methods of teaching and on the execution of efficient handwriting.

Such courses should carry with them credit toward graduation. All students preparing to teach in the elementary grades of the public schools should be required to earn such credit.

## Mission Days

RUTH KEENEY  
San Diego City Schools

*This play was written with the idea of presenting one of the romantic episodes of the Southwest. It may be presented with or without the use of costumes. The choice of songs and dances for the final act is left to the discretion of the producer.*

*The play will probably be particularly adaptable for Spanish classes, of junior and senior high schools.*

### Characters

Speaker of Prologue, Interlude and Epilogue.	
Father Junipero Serra	Native Indians
Governor Portola	Spanish Gentlemen
Captain Villa	Spanish Ladies
Mission Indian Pedro	Father Palou
Soldier Ortega	Father Crespi

### Prologue

In the spring of the year 1769 there gathered on the shores of San Diego Bay, in Southern California, an expedition of Spanish officers, soldiers, and priests. They had come from New Spain, or Mexico, by order of His Majesty Don Carlos the Third, King of Spain.

The intention of this company was to explore, and make settlements, in the name of Spain. Part of the company had come by water in the ships San Carlos and San Antonio. The rest of the company had traveled overland. With the latter expedition came Governor Portola, and Father Junipero Serra.

The first scene of the play is on a hillside, overlooking the bay. Father Serra, Governor Portola, and others have arrived. They see the ships riding at anchor on the bay below them.

*Enter Father Serra, followed by others of the company.*

**Father Serra**—Come on, my friends. Our long and weary march is over. Yonder, on blue land-locked bay, are the good ships San Antonio and San Carlos. A camp fire is burning on the shore. Let us hasten forward and join our friends.

**Governor Portola**—Are you sure they are friends? Perhaps they are Indians and unfriendly.

**Mission Indian Pedro**—No, Senor. They are friends. See, the flag of Spain is floating from the post.

**Soldier Ortega**—Your Excellency, if my eyes do not deceive me, here comes Captain Villa, to welcome you.

*Enter Captain Villa.*

**Captain Villa**—Welcome friends. You are thrice welcome. Your help is needed. Many of the men are sick from lack of fresh water, on the long voyage to these strange shores. There is left of the company scarcely enough men to man one ship.

**Father Serra**—This is indeed grievous news. Have the natives of these shores been friendly?

**Captain Villa**—That they have been. They came to the shore to see our ship, and to wel-

come us. They led us over the hill to a river that flows down from the mountain. They have brought us fresh meat, and a supply of acorn meal. Here come two of the Indians now.

*Enter Indians.*

**Indians**—Welcome Spaniards.

**Governor Portola**—Friends, can you advise us where it would be best to pitch our tents and to build a camp? Would it be better in the valley, or on the hill?

**Indians**—Hill much better place. River run near. Fog from sea not come.

**Father Serra**—Let us start at once to build a shelter for the sick men.

**Governor Portola**—When that is done, an expedition must start at once in search of the Bay of Monterey. That place is marked on our ancient map as a good harbor, and a fruitful land.

**Captain Villa**—Would it not be wise to send one of the ships back to Mexico for men and fresh supplies?

**Governor Portola**—It would indeed seem advisable. You, Captain Villa, shall return on the San Antonio. I will lead the explorers north, by land.

**Father Serra**—And I will stay with the sick men. It shall be my earnest endeavor to make friends with the natives of this land.

**Soldier Ortega**—Come, Pedro, let us follow these Indians to a good spot where a shelter can be built and a corral for the cattle and horses.

**Pedro**—I will go down and help the men drive up the sheep.

**Governor Portola**—Let us all away to our tasks. The sun will be down behind that distant point before we know it.

*Curtain as all leave the stage.*

### Interlude

The scene for the second act is the same as act one. Six months have elapsed. Governor Portola has not returned from the north. There has been no news of the San Antonio. Many of the sick men have died. The Indians have not been friendly. Father Serra and Soldier Ortega are seated on the hillside discussing the situation.

**Father Serra**—Do not be discouraged, Ortega. All will yet be well.

**Soldier Ortega**—Good Father Serra, how can I not be discouraged? Our men are sick. The Indians are unfriendly. We have no word from the San Antonio, and no news of Governor Portola and his explorers.

**Father Serra**—Be of good cheer, my son. The San Antonio may sail around yonder point at any moment. I would not be surprised, at any moment, to hear the guns of our returning explorers. As for the unfriendly Indians—has not one of them promised to bring his baby for baptism?

**Soldier Ortega**—Yes, Father.

**Father Serra**—Here they come with the baby now. Go, my son, and ring the Mission bells that hang from the poles, so that all may come and rejoice with us at this first baptism.

*Ortega goes out. Bells are heard. Enter Indian woman with baby, followed by other Indians. Father Serra takes the baby in his arms.*

**Father Serra**—God be praised that he has sent this baby to be baptized.

**Indian Woman**—No! No!

*She seizes the baby and runs out, followed by other Indians.*

**Father Serra**—Now, indeed, am I undone. It is for my sins I am thus punished. God does not think me fit to carry His message to these people.

*Enter Ortega.*

**Soldier Ortega**—Do not grieve, good Father Junipero. All will yet be well. You shall live to win the friendship of these heathen.

**Father Serra**—Great is my sorrow, my son. Hark, what is that?

*Shots are heard. Enter the Monterey explorers.*

**Governor Portola**—Alas, my friends, we bring no good news, after our weary tramp over cactus covered hills. My men are worn out, foot-sore, and starving. After all these many months, we could not find the Bay of Monterey.

**Soldier Ortega**—We, too, have no good news. Our men are sick. The natives are unfriendly. Even good Father Junipero is at last discouraged.

**Father Serra**—No, no, my son. I have faith that all will yet be well. We must not give up.

**Governor Portola**—We will give up. Unless the ship San Antonio sail around yonder point before the stars shine tonight, we will start for home and New Spain at sunrise, tomorrow.

**Father Serra**—My friend, surely you do not mean that we will leave this fair land to these ignorant savages?

**Governor Portola**—How can it be otherwise. Our supplies are nearly gone. The natives are unfriendly. Our men are sick. Even His Gracious Majesty, King Carlos of Spain, could not expect us to stay long and endure more.

**Father Serra**—I will stay, even though I stay alone.

**Governor Portola**—Watch and pray, good father. Again I say, unless the San Antonio returns tonight we leave at sunrise for home. Come, my men.

*Governor Portola goes out, followed by his men. Father Serra stands alone. Bells are heard. Father Serra prays.*

**Father Serra**—Dear Father in Heaven. I am but one of your humble workers here upon earth. It is my most earnest desire to help these ignorant people of this fair land. Can you not help us? Send the good ship, Father in Heaven, send the good ship.

*Ortega and Pedro run in.*

**Soldier Ortega**—Father Junipero, Father Junipero, look up, see—a light is moving around the great point. The men are running to the shore. Listen to the guns in welcome. It is the San Antonio.

**Pedro**—Come, Father, come quickly.

**Father Serra**—Now are my prayers answered indeed. Now the mission can be built, and this great country shall come into its own. Yes, yes,

my children, I will come. We must hasten to thank God and to welcome our friends.

### Interlude

The third scene is at the San Diego Mission. Ten years have passed. Father Serra has declared a holiday in honor of his guests, Father Palou and Father Crespi. They have come from their missions in the north.

*Enter Father Serra, Father Palou and Father Crespi.*

**Father Serra**—Ten years have passed since first I saw this peaceful valley. Nine missions have been built in this heathful land. Our converts are many and faithful. I am glad, Brother Palou, and Brother Crespi, that you could come to visit me here at San Diego Mission. What word do you bring from the Mission San Luis Obispo, Brother Palou?

**Father Palou**—The Mission prospers well. Brother Junipero. One thousand head of cattle are in the pasture land. The flocks of sheep are healthy. They yield great quantities of wool, from which the women of the Mission weave blankets and cloth. The women also make excellent baskets and pottery. Here they come, bringing some of their hand work to show you.

*Enter Indians carrying blankets, baskets, pottery and leather work. The priests examine and praise the hand work.*

**Father Serra**—This is most excellent work. You have done well my children.

*Indians step to back.*

**Father Serra**—And you, good brother Crespi. How fare your orchards and gardens at San Gabriel?

**Father Crespi**—Our olive trees yielded a rich harvest, good brother. We brought water through ditches, down from the mountain so that in the dry season the gardens and orchards may be irrigated. The grape vine you helped us plant has grown to the top of the trellis and the grapes were ripening when I left home. We have shipped many hides and wheels of tallow to Old Spain. Our people work hard and are faithful.

*Enter Spanish ladies and gentlemen.*

**Spanish Gentleman**—Greetings, Father Junipero Serra. My friends have ridden from the ranch with me to welcome your guests to this valley, and to the Presidio of San Diego.

**Father Serra**—That is a kindly courtesy, my friends. Ah, here comes Governor Portola, and Captain Villa, and other of our people from the Presidio. Perhaps they bring with them Antonio, Pedro, and Margerita, and they will sing for us.

*Enter Governor Portola and his company. A Spanish fiesta may be enacted. Spanish songs and dances, and other talents of the performers.*

### Epilogue

We thank our friends for coming to hear our play of the long ago Mission Days. Happy Days in a Happy Land. Thus began the El Camino Real.

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California Teachers Association memberships for 1931 are now being written, and the prospects are good for many 100 per cent enrollments. Such schools receive special Honor Certificates.



## Parks as Schools

MURIEL PETTIT, *Science Department*  
Girls' High School, San Francisco

THE latest educational activity which will be of special value to the biological science teacher, is the establishment of an educational program for all of our National parks. Dr. Harold C. Bryant (formerly in the University of California Zoology Department,—at present director of the education department of the California Fish and Game Commission, founder of the University of California Field School of Natural History in Yosemite National Park, and noted nature leader for many years) has been appointed assistant to the Director of the National Park Service.

Dr. Bryant will become head of the branch of education and research in this service. Summer natural history field schools, under trained and noted leaders, will be formed in all of our parks, and to meet the special requirements of the park in question.

This movement of which he has the leadership, is one of the most forward and progressive that has occurred in natural history education. It provides instruction of the highest order, dealing with the materials in the pristine state. Nowhere else can the biological science teacher meet his needs so well as a student.

Nowhere else can he render such valuable service in the summer if he becomes a park ranger naturalist. The layman will learn in an entertaining and instructive manner, of conservation and inter-relationships, while children will be provided with first-hand information in natural history by those trained for the purpose.

\* \* \*

Among recent school bond issues, which have carried, may be noted the following,—

**Antioch**, \$150,000 for a new high school; **Visalia**, \$210,000 for new buildings and high school and junior college equipment; **Oak Grove Grammar School** (near Concord), \$20,000 to build an addition to the grammar school.

\* \* \*

## Environment

GEORGIANA BROWNE  
McKinley School, Santa Barbara

ENVIRONMENT, they say, makes a difference.

*I walked among their homes one day to see what they might tell*

*Of the lives of those who daily come to me.*

A neat, wee house with clipped hedge rows.

A small plot of purple pansies.

A bare yard.

A whitewashed wall.

A lone dahlia blooming beautifully and fearlessly.

A window with a faded drape and battered screen.

Billboards.

Weeds.

A crooked path that childish feet have beaten smooth.

An auto court, illkept.

A row of tiny houses painted drab, all just alike, save perhaps the one where a straggly geranium battled for its life against the tiny wooden porch.

A lumber yard, quite prosperous.

An auto junk-heap, where a once-beautiful old car rusted now from years of exposure spoke pleadingly of other days.

A tiny house, half store, with dirty windows,—in one a faded bunny keeping lonely vigil.

At the side a wash hanging limply.

A wee colored baby trying to drink from a hose too heavy for him to lift.

*Environment, they say, makes such a difference.*  
*I think now that I better understand.*



*Ed I. Cook, dean of college activities, Sacramento Junior College, and for many years member of the Board of Directors of the California Teachers Association, made an extended tour of the Eastern States during the past summer.*

## School Law Items

ALFRED E. LENTZ, C. T. A. *Legal Advisor*

### Junior College Tuition

**A** QUESTION regarding junior college tuition, obviously having but one answer, was recently submitted to the Attorney-General.

School Code sections 4.630-4.639, inclusive, provide for the payment by each county to junior college districts of the tuition of each student attending the junior college district who resides in the county and not in any junior college district. The amount of the tuition is the total cost to the junior college district of educating the pupil, which does not include outlays for permanent improvements or moneys received from state apportionment, but which includes, since July 1, 1930, an arbitrary sum of \$65.

The Attorney-General ruled in his opinion No. 7018 (February 17, 1930) that a county could pay no tuition for pupils residing in the county and in a junior college district who attended in another junior college district. There was no other possible answer.

### Employment of Pupils

**O** PINION No. 7071 of the Attorney-General (April 1, 1930) was given in response to an inquiry which questioned the legality of the employment by the governing board of a school district of a student in the schools of the district to copy certain records at a compensation of \$2.50 per day.

The Attorney-General held that under sections 5.770-5.772 and 5.780-5.781 of the School Code relating to the powers of governing boards of school districts in the employment of district employees for positions not requiring certification qualifications, the governing board had full authority to employ a pupil for the duties and at the compensation referred to above.

### High School Librarians As Teachers

**S** ECTION 5.461 of the School Code provides that properly certificated elementary and secondary school librarians when employed full time as librarians or serving full time, partly as librarians and partly as teachers, shall rank as teachers.

The Santa Cruz City Board of Education passed a resolution which provided that a compensation of \$24 per month for each month taught shall be allowed a high school teacher who is required to teach a sixth period of classroom work.

A high school librarian thereupon claimed that he was entitled to the extra compensation on the

grounds that, in addition to his duties as high school librarian, he was required to teach classes in library science and that he was required to work as librarian and teacher for six periods a day.

The Attorney-General held in his Opinion No. 7046 (March 14, 1930) that the resolution of the Santa Cruz Board of Education was not applicable to librarians employed by the board, despite School Code section 5.461, on the ground that if the Board of Education had intended to include librarians in the resolution it would have done so by specific reference.

### District Liability for Bonded Indebtedness Upon Annexation

One of the principal concerns of the taxpayers of a school district when the question of the benefit to be derived from the annexation of the district to another district arises, is the bearing of the burden of the bonded indebtedness of their district and that of the district to which annexation is proposed. An instance follows:

The City of San Mateo proposed to annex the City of Belmont. San Mateo, comprising an elementary district, lies in the San Mateo Union High School District; Belmont also comprising an elementary school district, lies in the Sequoia Union High School District. Both high school districts have a bonded indebtedness. The annexation of Belmont to San Mateo would thus automatically make the Belmont School District part of the San Mateo Union High School District. The question of the liability of Belmont School District for the bonded indebtedness of both the San Mateo and Sequoia Union High School Districts was referred to the Attorney-General for his opinion.

The Attorney-General held in his opinion No. 7040 (March 10, 1930) that, upon the annexation becoming effective, under School Code section 2.72 the Belmont School District would be relieved from any liability for the bonded indebtedness of the Sequoia Union High School District but would become liable for its proportionate share of the bonded indebtedness of the San Mateo Union High School District.

### Limits of Bonded Indebtedness

**S** CHOOl Code section 4.1021 states that no bonds shall be issued by an elementary district in excess of 5 per cent of the taxable property of the district as shown by the last equalized assessment book of the county. School Code sections 4.1111 and 4.1231 relating to high school districts and junior college districts respectively, contain substantially the same prohibition. Despite this prohibition, over zealous school

districts are apt to vote bonds in excess of the legal limit evidently influenced by the argument that while bonds in excess of the legal limit may not be sold, yet in the event the assessed valuation of the school district should be increased, additional bonds of the issue may be sold so that at no time would the legal limit be exceeded at the time of sale.

The question was referred to the Attorney-General. His Opinion No. 7029 (March 18, 1930) is applicable to all elementary, high school and junior college districts and is here quoted in part:

However, the only prohibition which we find in the law is against the actual issuance of the bonds in excess of the described limitation. I find no prohibition against the voters authorizing a bond issue in excess of the said limitation. Of course the authorization by the voters in excess of this limitation would have no legal effect, but so long as the supervisors do not in fact issue bonds in excess of the limitation, I am of the view that the bond proceedings are valid to the extent of the bonds lawfully authorized and actually issued.

It is to be understood, of course, that this limitation has reference to 5 per cent of the taxable property of the high school district "as shown by the last equalized assessment of the county or counties in which such district is located." That has to do with a fixed limitation which is not to be affected by changing conditions in the matter of the assessed value of the property of the district. We look to the assessed value as of the last equalized assessment of the county next preceding issuance of the bonds.

The Attorney-General added that there can be but one issuance of bonds by a county board of supervisors since, under sections 4.1020, 4.1120 and 4.1230 of the School Code, applicable to elementary, high school and junior college districts respectively, the Board of Supervisors is authorized and directed to issue the bonds to the number and amount provided in the proceedings which does not permit of any issues subsequent to the first.

#### Contracts for Purchase of Supplies and Equipment

**Y**ET another decision is added to the list of decisions dealing with illegal contracts entered into by school districts.

The facts of *Straunch v. San Mateo Junior College District* (61 C. A. D. 935, ..... Pac. ....), show that in 1927, the clerk of the junior college district ordered from the plaintiff electrical heating equipment of the value of \$1950. In giving the order there was no attempt at a compliance with Political Code section 1612 (now School Code sections 6.30-6.35) which required any contract involving more than \$500 to be let only on bid, except that in school districts having an

average daily attendance of 1000 or more, where the contract involves less than \$1000, estimates might be secured from three persons and the contract let to the person submitting the lowest estimate.

The heating equipment was duly installed and placed in operation. Thereafter the junior college district refused either to pay for the equipment or to return it. Whereupon the plaintiff brought this suit to recover the value of the equipment or, in lieu thereof, its possession. The plaintiff admitted that under the general rule obtaining where school districts enter into unauthorized contracts, there would be no contractual obligation to pay for the equipment, but claimed that since the district had accepted and used the equipment, it could not use the rule as a defense. The plaintiff claimed also that the refusal of the district to redeliver the property upon demand constituted a conversion.

The court decided that when, by statute, the power of the governing board of a school district to make a contract is limited by a certain prescribed method and no attempt has been made to conform to the statute in making a contract, the contract is void and no liability can arise for any benefits received by the district under the contract. However, one who sells to a school district under an illegal contract is not wholly without a remedy since the possession of the property may be recovered if it can be removed from the property of the district without damage thereto. The San Mateo Junior College District was therefore ordered to return the heating equipment in question to the plaintiff.

Touching on the question of whether the refusal of the district to return the property on demand amounted to a conversion, the court while refusing to hold that there could not be a conversion under conditions similar to those existing in the instant case, held that there was no conversion in the instant case.

#### Teachers Cannot Be Absent Voters

**S**CHOOL teachers and students absent attending summer school, or any persons merely on vacation, are not entitled to receive absent-voter's ballots for the coming primary election.

Persons in civil, Congressional, naval or military service, those whose occupation requires them to be away from their voting precincts, and those who may be absent from their voting precinct by reason of injury or disability, however, are entitled to absent-voter's ballots.

Political Code section 1357 (the absent voter law) extends the privilege of absent voting to:

"Any duly registered voter, who, by reason of his occupation is required to travel and expects to be absent from his election precinct on the day on which any primary or general election is held, or who by reason of his being engaged in the civil, congressional, military, or naval ser-

(Continued on Page 64)

## Inspiration Gained at N. E. A.

MAY R. MCCARDLE

THE California N. E. A. Special left Los Angeles June 24, 1930, at 4 p. m. We had not reached the city limits before Mr. Roy Cloud, Mr. Thurston and Mr. Willard Givens began their unceasing attentions for our comfort and pleasure. Their unending efforts made our five-day trip one continuous round of pleasure and happiness. Nothing was forgotten or neglected which might give anyone added comfort or pleasure.

Each one was given a badge bearing his own name and an attached blue ribbon on which was inscribed California's invitation to the N. E. A. to hold the 1931 meeting at Los Angeles. This made acquaintance with everyone an easy matter and was no small factor in promoting a spirit of good fellowship—real California spirit—which soon prevailed the entire train.

We owe Mrs. Givens a vote of thanks for the very splendid "Traveler's Guide" which Mr. Givens gave to each one on the train. Every place of importance on our route was listed, and a paragraph about each one gave interesting and noteworthy information.

We reached Cedar City Wednesday morning at 10 o'clock and set forth at once in the waiting auto busses for Cedar Breaks and Bryce Canyon. The 86-mile drive to Bryce Canyon, up hill and down, across creeks, through groves of tender green quaking aspens, beautiful oaks and stately firs and pines was one of unalloyed happiness. Even the teamster with a load of dynamite, who wouldn't let us pass, gave us a thrill. I'm sure at some point in his career he longed to "sass" a school teacher and think of the satisfaction of making 25 of them wait till he was ready to allow them to pass. Having gotten it out of his system he'll be a better citizen the rest of his days. At Bryce Canyon and Cedar Breaks you see every shape, fantastic, beautiful, grotesque, or grand that is possible for erosion to produce, and of every color from white through the yellows, oranges and reds to purple and black. Castles, cathedrals, statues, hanging gardens, arches, minarets, domes, spires, steeples and gargoyles of every design and color spread out before our wondering eyes. It can't be described, it can only be seen and felt.

A drive through beautiful Salt Lake City and a half-hour of lovely organ music in the wonderful tabernacle was the next treat brought to us.

A ten-minute stop in the Royal Gorge gave us the opportunity to view the hanging bridge and suspended track and gaze at those beetling cliffs

towering over 2000 feet above us. Then on to Columbus!

There was so much going on that no one could possibly see and hear it all. Of the part I was privileged to hear three addresses given by three women stand out as the most inspiring of the messages I heard.

Florence E. Allen, Judge of the Supreme Court of Ohio, spoke on "The Opportunity of the Teacher". She said the colossal task of mankind is to establish sound behavior and pointed out the fact that war is anything but sound behavior. She said that there is the greatest value in building peace ideals into every individual, but you can only bring peace when it is built into governments. The task of the teacher is to transform the ideals into habits and then peace will be built into governments.

Ruth Bryan Owen stressed the fact that anything that concerns the children is a mother's job, and so being a legislator and doing her bit toward making one's country the right kind of a place in which to raise one's children is a part of her duty as a mother. She told what she was doing in her own district to make high school graduates realize their duties and responsibilities as citizens of this republic. "We need citizenship and statesmanship even more than we need adequate ships for defense of the land."

Florence E. Hale, state supervisor of rural schools of Maine, spoke on "Creative Impulse". She emphasized the fact that this is a new age and that it has brought new aims and ideas to our young people. That there is needed new abilities and new creative impulses and that the teacher must ever be on the alert to discover and direct them into harmony with the demands of the times.

No one could help being inspired by the contact with some of the best minds in the country and I'm sure the privilege of attending the National Education Association meeting is an experience which will broaden and strengthen any teacher and so benefit children whom she teaches.

## Western Nature Study

### *A New Service for West Coast Teachers*

Published four times the year on the finest paper and with superb illustrations, this bulletin will develop systematically the neglected field of western nature study. It will give, in addition, nature teaching aids and devices.

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San Jose State College, San Jose, California



# Practical Public Speaking in High School

B. A. JOHNSTON, *Sacramento High School*

**W**E hear a great deal today of motivation, of projects, of laboratory methods, of terminal courses, and of many other relatively modern innovations in the field of education. But when one considers these different methods in detail, separately or collectively, he finds that they all simmer down to "common-sense" in teaching methods.

It has taken educators and teachers a long time to discover that anyone, an adult as well as a child, learns more willingly, and therefore more readily and easily, when he is motivated by the necessity of a life situation.

That is to say, when an individual is confronted with the necessity of working out a problem he immediately begins to consider the ways and means of accomplishing this end. The impulses which generate this desire may be one or more of the psychological influences at work upon the human will.

Working upon this principle, the public speaking division of the English department of the Sacramento High School began an experiment which has worked out so successfully that we thought the profession might appreciate a short discussion of our methods.

Our public speaking courses are elective and are open to seniors only. Since the process of elimination is at work, even though there is a compulsory attendance law, it would follow that the intellectual average of our classes is somewhat higher than that of the school as a whole.

However, in spite of this we have found that not more than 20 per cent of our students have the ability to make effective platform speakers. Apart from the necessary drill in the fundamentals of organization, content, and presentation, what these superior boys and girls most need is to face a real audience. A group of people looks very different when studied from the speaker's position than it does studied in the class-room. Nor does an imaginary group provide the incentive that a real audience does.

Obviously the thing to do is to bring this selected one-fifth face to face with a thinking, feeling, and responding audience. Imagine all you can, inspire all you can, visualize all you can, and still the cold fact is ever-present that the class-room is a poor substitute for a public gathering.

Day after day the same class-room atmosphere is there, the same students are present, the same

class bell rings, the same teacher criticizes the obvious mistakes. The effect is far from inspirational. Many have been the seeds of latent platform ability that have failed to germinate in such cold and barren ground.

On the other hand provide the able and enthusiastic students (for only such will profit) with an adult audience in any natural social environment (the service club's weekly luncheon, the lodge banquet table, the parent-teacher association meeting, the evening service or the young people's association of the church) and prepare to harvest a bumper crop!

Those boys and girls will rise to such a life situation as does a hungry trout to a well-placed fly. They feel, and are, for a short time at least, prominent. Each is the one person upon whom all eyes are centered. If care be exercised in selecting the subject, which, generally speaking, should be concrete rather than abstract, the speaker will know more concerning the topic than anyone else present. He will be, then, an authority upon that particular subject and will be so recognized by the men and women of the audience.

Incidentally, all students who make such talks outside the school should get recognition in the school publication and in the high school column of the local newspaper. It is this follow-up attention which makes any speaker feel that his efforts have not been futile.

If a public-speaking instructor will follow out this program he will find that his students will work with pleasure, will gladly carry on the necessary research, will be more attentive to the technique of public speaking, and will get a view of human nature that is impossible to obtain in the class-room.

**D**ON'T construe this article merely as an enthusiastic effervescence. Beyond question the results we have obtained have proved the theory to be correct. The plan is being carried out successfully at the time of this writing. The students do not tire of this program but on the contrary request the privilege of speaking.

The public speaking departments in many of our high schools cannot see the opportunities beckoning them because of the fog of debate and forensic contest in which they are enveloped. These, too, are more or less artificial

arrangements and tend to defeat the manifold advantages that can be obtained from public speaking practice.

The religious, social, and business organizations of Sacramento have been more than generous in offering us their speaker's place. You may say that we have unusual opportunities in this respect. If so, remember that we have four large classes in public speaking which more or less absorb the demand of the community for high school speakers.

But any community large enough to offer a public speaking course in its high school, or in the absence of that, good oral English, must have a service club, a church, a chamber of commerce, a farm bureau, and probably other social and business organizations. Ask them if they have a place for a good high school speaker. Don't be apprehensive about the answer. They have!

\* \* \*

## Response

EMILY BEACH HOGAN, *Westmorland*

**A** WED by this beauty heart is all athrill,  
From depth within, there is response to deep;

And as night breaks in dawning, calm and still,

The soul, dream-hushed, awakens from its sleep;

Then wistful of the morning's hint of light,

There comes awareness of the sacred fire,

Which vanquishes all darkness of the night,

And fills the heart with passionate desire,

To scale untrodden heights, reck not of strife,

Only to gain the mastery of Life!

\* \* \*

## A Few Pertinent Questions

CHARLES W. AMLIN, *Instructor*  
*Richard Henry Dana Junior High School*  
*Los Angeles*

1. Is a tobacco-using teacher, especially one who has sworn, as one requisite to secure his position, that he does not use tobacco, as apt to turn in honest reports concerning attendance, the use of school materials, the time he spends in school duty, etc., as the non-user?

2. Does it take a tobacco-using instructor to successfully teach youth the real effects of the habit? Does it take a criminal or an ex-criminal to successfully enlighten people about the ethics of crime?

3. "Can we afford to spread, even among the children, a habit whose cost is greater than the total cost of free public instruction. . . ?"—E. Ruth Pyrtle, former president, N. E. A.

## Teachers Retirement Fund

*Statement by Vierling Kersey, State Director of Education, at the Governor's Council Meeting of July 29, 30, 1930.*

**A** GENERAL statement concerning the teacher's retirement fund is presented as follows:

a. The expense for administering the fund has been approximately 1.7 per cent.

b. 2063 teachers have been retired since 1913.

c. The sum of \$6,097,137.42 was paid to retired teachers from 1913 to June 30, 1930.

d. The sum of \$582,350.53 was paid into the fund July 1, 1930. This represents 5 per cent of the State Inheritance Tax.

e. We estimate that \$600,000 will be invested during this year, making a sum invested June 30, 1931, over \$5,000,000.

f. The net growth of retired teachers during 1929-30 was 94.

g. There are 1417 retired teachers now on the retired list.

Balance on hand.....\$ 52,200.56

Investments ..... 4,424,900.00

Total on hand and invested...\$4,477,100.56

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### Miracle World

DOROTHY E. FRANKE  
Grossmont Union High School  
San Diego County

**F**ROM my windows, I gaze  
Into the twilight,—  
A twilight soft-hued with the breath  
Of departing day.

I look across a field  
Of joyous, quivering wheat  
To a small white house.

I am glad the small white house  
Is there  
And the light in the window—  
Alone, I am not lonely.

The blue hills bow  
In vesper song.

Miracle world—  
Born of fairy beauty, or promise  
Of loveliness eternal?  
Miracle!

And yet  
Starved lives struggling for bread and a bed  
See you not.  
And lives suffocated with leisure,  
Blinded with sordid plenty  
See you not.

Miracle world?

\* \* \*

### Eskimos and Californians

**H**ARR WAGNER PUBLISHING COMPANY of San Francisco has recently issued two new books that will be of great interest to elementary school teachers. "New Stories From Eskimo Land" is by Arthur S. Gist, former principal of the training school, San Francisco State Teachers College, and recently appointed president of the Humboldt State Teachers College at Arcata. The co-authors are Arthur Hansin Eide, formerly a government teacher among the Eskimos, and Ruth Palmer

Gist, formerly elementary teacher in the University of California Demonstration School, Berkeley.

This book is far in advance of anything that has hitherto been available for school use, dealing with the Eskimo land and people. It is well-printed and bound, with many illustrations and particularly excellent in the pedagogical material and arrangement. It exemplifies the best modern educational technique.

"Our California Home" by Irmagarde Richards is a particularly noteworthy social studies reader for the intermediate grades. The author is a Stanford graduate, a former teacher in the elementary schools of California, and also at Mills College. She has used abundant conversation and her literary style is eminently adapted to the interests of children. California young people thoroughly enjoy this delightful study.

Typical chapter headings are,—The Indians of the Great Valley; The Overland Immigrants; The Wheat Farmers; The Redwood Highway; Los Angeles, Queen of the Southland.

The address of the Harr Wagner Publishing Company is 609 Mission Street, San Francisco.

\* \* \*

### Teachers Are People

ROY W. CLOUD

**T**HE other day a little volume of poems came to the office. Virginia Church of the Franklin High School, Los Angeles, is responsible for the verses. Wallace Hebbard of New York and Santa Barbara is the publisher. Rupert Hughes contributed the foreword which contains a world of educational philosophy.

The verses are short and each is illustrated. Every one has a message. I opened the book at random. These are the two that faced me on pages 16 and 17:

#### Gifts

*Before I came to high school  
I taught in the grades.  
Each morning Ikey brought me roses  
Which he had gathered in the cemetery.  
Patsy O'Reilly presented me with three battered  
toothbrushes;  
His father was a garbage collector*



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### Among Other Problems

*Tom stumbled into my conference  
room*

*And lounged in a chair;  
The pool of his clear honest eyes was  
troubled.*

*He liked the Girl, he said, awfully,  
But he wished she'd not "paw" him,  
They weren't engaged or anything.  
Last evening he told her so;  
In fact he had gone into it at some  
length.*

*When he'd finished she'd said:  
"Oh, Tom, I just love to hear you talk  
like that!"*

*Kiss me, Sweetie".  
And she'd sat on his lap.  
What was he to do?*

\* \* \*

### Vacation Time in Fresno

**V**ACATION TIME can be Character Time for Fresno Boys and Girls" is the title of an attractive illustrated 14-page bulletin prepared and issued by a Fresno committee representing the schools, P. T. A., Y. M. C. A., Y. W. C. A., Boy Scouts, city playgrounds, public library, and boyology club.

It is full of practical suggestions to parents for the worthy utilization of their children's summer time, and includes the summer offerings of the Fresno municipal playgrounds, Y. M. C. A., Y. W. C. A., summer school, Boy Scout work, public libraries and home recreation.

O. S. Hubbard, city superintendent of schools, is to be congratulated upon this progressive idea. Every California community could well afford to prepare a summer bulletin of this type.

\* \* \*

"Poems", by Children of the Wildwood School is a truly remarkable volume of verses written by the pupils of the Wildwood School, Piedmont, California.

The principal is Mrs. Helen McKenzie Limbach; the superintendent of schools is Harry W. Jones.

The cover, frontispiece, and linoleum blocks were designed by sixth grade children. The book was printed and bound by the students in the Piedmont High School printing department. It is a highly creditable volume in every particular.

\* \* \*

### A Handbook on Citizenship

**T**HE twenty-eighth edition of "Twenty-five Lessons in Citizenship", a 62-page booklet by D. L. Hennessey, has just been published. The author (who is principal of the Garfield Junior High School, Berkeley, and is also in charge of Citizenship work in the Evening High School of Commerce, San Francisco) developed these lessons through practical experience.

The booklet is filling a real need, more than 8000 copies annually going into the civics classes, naturalization classes, and libraries of California.

Editions are published each year in June and December, keeping the material strictly up to date. Mr. Hennessey acts as his own publisher.



### Where California Began

Roy W. CLOUD

**W**INIFRED DAVIDSON, in her story of "Where California Began", has given to the public an account of events portraying the romance, the reality and the traditions of the beginnings of our Golden State.

It begins with the "Unbroken Stillness" of the great Southwest.

*"Unbroken stillness where our canyons  
wind  
Before vast Spanish herds came here  
to browse;"*

Chapters follow which describe the country round about San Diego. Character studies and intimate accounts of the men who came to settle the country and Christianize the Indians

come in such easy sequence that the book is indeed a contribution to California's romantic history.

The McIntyre Publishing Company of San Diego brought out the volume, which sells at \$1.50.



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## An International House

G. A. PETTITT, *University of California Berkeley*

THE University of California International House, representing an investment of \$1,800,000 by John D. Rockefeller, Jr., to further international understanding among students on the Berkeley campus, and through them to increase the world's hopes for international tolerance and universal peace, recently opened its doors.

This institution, though it offers dormitory facilities for 338 men and 115 women in separate wings, and increases the comfort of students living away from home, transcends the utilitarian purpose of housing and dining young men and women during their college residence.

It is the crystallization of an idealistic program that had its birth twenty years ago in New York City, and which, through the active interest and generous support of Mr. Rockefeller, is now on the eve of becoming international not only in purpose but in practice.

The International House idea traces its beginning to a chance greeting offered by Harry Edmonds, now Director of the New York International House, to a lonely student from a far land, one day in the autumn of 1910. Mr. Edmonds, sensing the loneliness of this student, and deducing the loneliness of others, started a series of "Walk Ends" to his country home on Sunday afternoons, where a friendly group of American and foreign students met around the dinner-table.

### That Brotherhood May Prevail

From that small beginning in the development of international understanding the idea has steadily grown until today there is one great institution in New York dedicated to this purpose, another at Berkeley, and two others at Chicago and the Cité Universitaire in Paris, which will be in operation by August, 1931.

Through all its years of development, however, the International House movement has striven to maintain the same free spirit of those early meetings in the home of Mr. Edmonds. Its non-legal and spiritual objective "That Brotherhood May Prevail," inscribed over the door of the New York House, is still sought for in the intimacy of informal and friendly gatherings.

Its ideal is not to inculcate understanding and good-will by any set program, but to bring together students of all religions, nationalities, races, and colors, of both sexes; so that they may know each other and arrive at an appreciation of the basic similarities underlying surface cultures, which should and do make the world akin.

The University and the State are fortunate in having been chosen as the site of an International House. The whole world is fortunate in having men with the vision and the resources to further such an idealistic project.

If international understanding cannot be reached in this way, by students with minds open for the reception of new ideas who will carry their impressions to the four corners of the globe and, probably, into the highest offices that the world has to offer, then there is little hope for humankind.

## A Penmanship Meet

THE third annual Western Penmanship Association convention was held in Los Angeles, May 23. The meeting was unusually well attended. The membership has passed the one hundred mark. A most excellent program was prepared and everyone went home happy and pleased.

The morning was spent visiting schools for the purpose of observing teaching methods in elementary and junior high schools. No stereotyped or rehearsed lessons were given. No class knew what it would be called upon to do. This proved extremely interesting to all visitors.

Luncheon was served at noon at the Elks Temple, followed by two talks: "Methods used in the teaching of writing in elementary grades" by Marietta C. Ely, assistant supervisor of writing, Los Angeles City Schools, and "Methods used in the teaching of writing in junior and senior high schools" by Albert E. Bullock, supervisor of commercial education, Los Angeles City Schools.

The evening program held at the Polytechnic High School proved to be a most helpful and inspiring session. At this meeting Robert H. Lane, assistant superintendent, Los Angeles City Schools, spoke on "The place of writing in the activity program" and Madeline Veverka, supervisor of primary education, Los Angeles City Schools, spoke on "Penmanship as problem-solving for little children."

The new officers are: **Bertha E. Roberts**, president; **Myrtle I. Palmer**, vice-president; **Marietta C. Ely**, secretary and treasurer.

The next annual meeting will be held in San Francisco.—Riley E. Wiatt, Los Angeles.

\* \* \*

**California secondary schools** will be interested in a plan for co-operative work sponsored by the American Association for the Advancement of Science.

Dr. Otis W. Caldwell is chairman of the executive committee on the place of science in education, with headquarters at 433 West 123rd Street, New York City.

The plan comprises essays with twenty prizes ranging from \$50 to \$200. Any California secondary school people who are interested for further details may write to Dr. Caldwell.

\* \* \*

**H. A. Shuder**, director of the educational and religious department of the California State Prison at San Quentin, has expressed appreciation for packages of school-books donated by the California Teachers Association. He states that these books are most valuable and will be very much used.

"Our circulation for a recent month was 11,921 books and 6209 magazines, in the period of the thirty days. We received, at this time, in addition also, 365 books from the State Library at Sacramento. We think this is a very commendable use of books, and the business is growing. It would be so splendid if we could have an understanding on the part of the citizens of the state, as to our real need, and the uses that our men make of these books."

### State Board Meeting

*Items of Public Interest from Proceedings of the State Board of Education, July 11 and 12, 1930*

**T**HE California State Board of Education held its regular quarterly meeting in San Francisco, July 11 and 12, 1930.

The plan of administration and supervision of the federal and state vocational rehabilitation program for disabled persons for the years 1930-1933, inclusive, was adopted.

The board recommended that there be placed in the next biennial budget of the State Department of Education a sufficient amount of money to carry on the supervision of classes in parent education now being conducted under a special grant of \$5000 annually from the Laura Spellman Rockefeller Foundation, which expires during the present year.

The board interviewed candidates for the Edison contest, who represented themselves as the final selections from local committees in Southern California, Central California, the Bay region and Northern California. Noel Edmund Porter of San Francisco was selected to represent California this year. Henry John Bruman of Los Angeles was selected as alternate.

The secretary was authorized to call for bids on music readers for use in the elementary schools of the State of California.

A resolution was adopted to the effect that, as a general policy the State Board of Education is in favor of larger rather than smaller units of school administration as in the interest both of economy and efficiency; and that the board is opposed to the separation of elementary school districts from existing high school districts to form new high school districts except under unusual conditions as might justify a deviation from the policy above.

The matter of training, certifying and placement of school librarians was discussed.

The applications of the University of Denver, Oregon Agricultural College and the George Peabody College for Teachers for accreditation for the recommendation of the California teacher certificates were approved.

**The annual convention of Public School Superintendents for the State of California was called to be held at Lake Tahoe the week of September 29 to October 3.**

The re-appointment of the staffs of the State Department of Education and the State Teachers Colleges and Special Schools, as recommended by the Director of Education, was unanimously approved.

Gladys Moorhead and Ada York were re-appointed members of the California Curriculum Commission upon the recommendation of the Director of Education.

It was decided that a conference of representatives of the various teacher training institutions in the State of California consider the matter of county examinations for teachers.

### Retirement Salary Business

The Public School Teachers Retirement Salary Fund Board adopted a complete revised code embodying the sections of school law, the opinions of the Attorney-General and the rulings of the Retirement Board, all of which now form

the code of procedure in matters having to do with teacher retirement. This code is to be published and furnished to those responsible in connection with all matters having to do with retirement.

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Mrs. Mary F. Sullivan, San Gabriel  
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W. D. Williams, San Gabriel  
Mrs. Adelaide S. Woods, San Francisco

The Board adjourned to meet in regular quarterly session on October 3 and 4, 1930, at Lake Tahoe.

Respectfully submitted,  
V. KERSEY, Secretary.

\* \* \*

### Standard School Symphony Starts September 11

The Standard School Broadcast which has attained great popularity in the schools of the Western States will be resumed on September 11. This broadcast was started in the fall of 1928 as an entirely new adjunct to teaching. At that time there were but a handful of schools equipped with radio receivers to take advantage of these programs.

The Standard Oil Company of California which sponsors this broadcast reports that there were more than 500 schools listening regularly to the series at the close of the last term. There were probably many others which had not been located.

The sponsors of the program have conferred with many of the outstanding educators in this territory and believe that the broadcast this year will be of even greater value to the schools of the Pacific Coast.

\* \* \*

**Menno S. Kuehny**, principal of Sentous Junior High School, Los Angeles, recently passed away at the age of 49 years.

He went to Los Angeles in 1903 from Halstead, Kansas, his birthplace. He served two terms as president of the Los Angeles elementary principals club and was widely known in educational circles, having been principal of Rowan Avenue School, East First Street School and others.

Mr. Kuehny leaves his widow, Mrs. Belle Kuehny, his mother, Mrs. S. Kuehny of Alta Loma, two daughters, Mrs. Phyllis Anderson and Miss Gretchen Kuehny, and two sisters, Mrs. Augustus Ledig of Alta Loma and Mrs. E. B. Brown of Glendale.



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24TH ANNUAL

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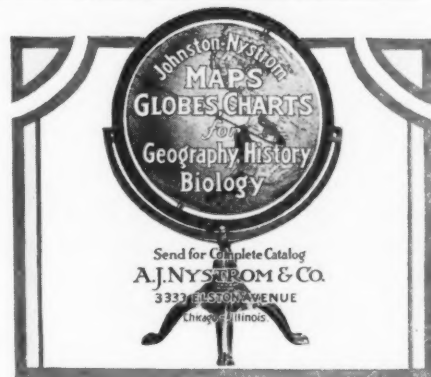
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FOR TEXTBOOKS

### Macmillan Discontinues Leasings

**T**HE Macmillan Company, one of the oldest and largest of text-book publishers, has announced that it will not again lease the plates of its books for State Publication.

The Macmillan Company has given the question of State Publication of text-books serious and exhaustive consideration and has made its decision entirely upon the educational aspect of the question, and what the results would be if all states undertook to print their own books.

The making of text-books is a highly developed art, and its high development today has largely been brought about by publishers keeping pace with the educational thought of the times, and the keen competition among publishers to produce better and better books, editorially and in the intrinsic beauty of their make-up.

"The men and women who write text-books exert a very great influence on the children and youth of America", said the publishers who take the products of the advanced thinkers among the educators of the country, and with highly expert and experienced editorial staffs, make the modern text-books—have contributed in a very large measure to the citizenship of the United States and its educational leadership in the World of Nations.

If all States in the Union were to publish their own text-books, and these text-books were chosen from manuscripts (and that would be the result if the matter of State Publication was general), the outcome would be to choose undeveloped and untried text-books.

With all the states printing their own books, publishers would not, could not afford to make great outlays of expense to develop text-books as they are today. Manuscripts would probably be written to meet the prejudice of local situations or to comply with some pre-conceived notion of an adoption board. The art, in the form of maps, illustrations, helps, typography, and binding, would not get the consideration which it has today. This may be judged by looking at some of the books of ten years ago as compared with similar books today. Under a nation-wide State Publication plan, educational idealism would very naturally give place to commercialism and political domination, and one of the most highly developed phases of our educational activity degenerate to "paste-pot and shears" and education in the United States take a backward step.

These are some of the reasons which have influenced the Macmillan Company to withdraw from the practice of submitting its books for State Publication.—The Macmillan Company by F. E. Cobler.

\* \* \*

**Miles C. Holden**, President of the Holden Patent Book Cover Company, Springfield, Massachusetts, announces that the Peabody College book covers have been withdrawn from the market by the college. P. H. Alcock, manager for the distribution of the Peabody covers, has joined the organization of the Holden Company, the oldest and largest manufacturers of machine-made book covers in the world.

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Charles Madison Curry, formerly of Indiana State  
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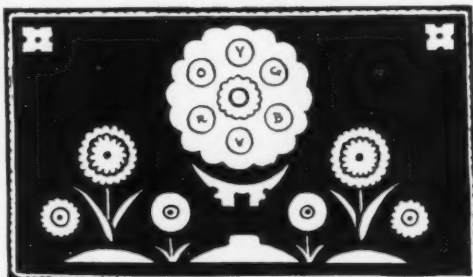
The content is broad in scope, fresh, provocative, and strong in ethical appeal. It provides the best of the old selections with the finest and most invigorating of the new. In fact, the authors know what is good, and what the pupils want and they strive to satisfy those needs.

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\* \* \*

Lawrence E. Chenoweth has returned to Bakersfield after spending the summer as an instructor at the Santa Barbara State Teachers College. Mr. Chenoweth gave courses in "Administration and Supervision" and "Rural School Problems."

With the re-opening of school at Bakersfield he will have all of his fourteen buildings in fine condition. One new building, the Horace Mann, was added to the Bakersfield system during the year, and a new unit was added to the Roosevelt School where an entire activity program will be pursued.

There will be 180 people on the educational, supervisory, and maintenance staff of the Bakersfield schools. Two new supervisory positions have been added, that of art and visual education supervision and a new nurse inspector.

The following is the directory of the supervisory staff of Bakersfield: City Superintendent, Lawrence E. Chenoweth; Assistant Superintendent, James H. Parker; Attendance and Physical Education, Alfred Ames; Art and Visual Education, Lennice C. Eyraud; Research, Nellie B. Farnham; Music, Vera A. Marxian; General, R. T. Neidoffer; Nurse Inspectors, Ruth P. Williams, Dorothy Somerville.

\* \* \*

Claudius F. Rubell died at his home in Campbell, Santa Clara County, August 3rd. Mr. Rubell was one of the pioneer teachers of California and served as a teacher and principal in San Benito and Santa Clara counties for 41 years. He also represented San Benito County in the California legislature in 1898. He was a fine, upstanding man who gave splendid service to the schools of California.

\* \* \*

The many friends of Dr. H. B. Wilson, former Berkeley School Superintendent and now Director of the American Junior Red Cross, Washington, D. C., will be pleased to learn of his recovery of a recent illness. George Berry, Pacific Coast Director for the Junior Red Cross, was in the east recently for the National Convention.

\* \* \*

Frank Howard, who went from California to the principalship at Hilo in the Hawaiian Islands, has been granted a year's leave of absence which he is spending at University of California at Berkeley.

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vice of the United States or of the State may be absent from his precinct on the day on which any primary or general election is held, or who because of injury or disability are absent from their precincts or unable to go to the polling places. . ."

The Attorney-General has ruled in his opinion No. 6521 that:

"attendance at an institution of learning does not constitute an occupation. Furthermore it is my view that for one to be entitled to avail himself of the provisions of the (absent voter) law it must appear that his occupation is one that requires him to travel."

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# STATE PUBLICATION OF TEXTBOOKS IN CALIFORNIA

The first intensive study of state publication of textbooks in California has been made by Percy Roland Davis, Ed. D., at the University of California.

In order that the teachers of the state and others interested in education, may have an opportunity to become familiar with this important question, this study has been published by the California Society of Secondary Education.

The history of state-published textbooks, as developed in California, is most interesting. California and Kansas are the only states which have state printing of school texts; although many other states have free textbooks, purchased on contract in the open market and supplied to the pupils without cost.

The California Teachers Association committee which during this school year is investigating the textbook problem is making Dr. Davis' book the basis of its study. The state printing of supplementary and high school texts again may be before the Legislature, in which case Dr. Davis' book will be of particular value. California teachers should read and study this thesis in order that they may understand the gravity of the problem.

**State Publication of Textbooks in California, by Percy Roland Davis, Ed. D. Published by the California Society of Secondary Education, 2163 Center Street, Berkeley, 1930. Price, \$1.00**